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ABSTRACT

This document presents results of an evaluation of Virginia's Department of Education's Training and Technical Assistance Centers (T/TACs), a statewide system of technical assistance which emphasizes collaboration in the planning and provision of services to children and youth with disabilities or at risk for school failure. Evaluation results are reported in terms of the following seven questions: (1) "What services do T/TACs provide, and to what extent are those services provided within and across regions?"; (2) "To what extent, and with what consistency, are the T/TACs' services facilitating long-term systemic change and capacity-building?"; (3) "To what extent are the T/TACs making an impact on service delivery options, outcomes, personnel training, policy, and family empowerment?"; (4) "To what extent are the T/TACs' services meeting the needs of students with disabilities?"; (5) "To what extent are the T/TACs' services meeting the needs of students who are at-risk for school failure?"; (6) "What factors hinder or facilitate the extent to which T/TACs function?"; and (7) "How can T/TACs be refined to maximize services to the intended population?" Following an introduction, individual sections address the Virginia T/TAC initiative, methodology, use and impact of T/TAC services, and conclusions. Appended are the telephone interview protocol, the site visit protocol, the personnel survey, and survey data tabulations. (DB)

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ED 439 554

Evaluation of the Virginia Training and Technical Assistance Center (T/TAC) System

T/TAC Cross Case Report

December, 1999

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EC 307 733

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VIRGINIA DEPARTMENT OF EDUCATION

TRAINING AND TECHNICAL ASSISTANCE CENTER (T/TAC) SYSTEM EVALUATION PROJECT

EXECUTIVE SUMMARY

UNIVERSITY OF KENTUCKY

HDI
Human Development Institute

Virginia T/TAC Evaluation Project
126 Mineral Industries Building
Lexington, KY 40506-0051

T/TAC Program Evaluation
EXECUTIVE SUMMARY

BACKGROUND INFORMATION

In June of 1998, the Virginia Department of Education contracted with the Interdisciplinary Human Development Institute at the University of Kentucky to conduct an evaluation of their state's T/TAC system. The following report provides a summary of the findings from this study. More detailed information about the evaluation process and results is available by request through the Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120 or by calling Dr. Patricia Abrams at (804) 225-2707.

PROGRAM EVALUATION QUESTIONS

The following questions were addressed through this evaluation.

1. What services do T/TACs provide, and to what extent are those services provided within and across T/TAC regions?

2. To what extent, and with what consistency, are the T/TACs' services facilitating long-term systemic change and capacity-building?

3. To what extent are the T/TACs making an impact on the following:
   a. service delivery options for youth with disabilities;
   b. social, educational, and behavioral outcomes of youth with disabilities;
   c. the number of personnel adequately trained to meet the needs of youth with disabilities;
   d. policies and guidelines that increase the effectiveness and appropriateness of services for youth with disabilities;
   e. the number of families empowered to participate fully in their child's education?*

4. To what extent are the T/TACs' services meeting the needs of the school districts and personnel to serve students with disabilities?

5. To what extent are the T/TACs' services meeting the needs of the school districts and personnel to serve students who are at-risk for school failure?

6. What factors hinder or facilitate the extent to which the T/TACs function?

7. How can the T/TACs be refined to maximize services to the intended population?

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* Although T/TACs are not charged directly with empowering families to fully participate in their child's education, it was suggested by stakeholders that T/TAC services to personnel may indirectly produce increased family involvement. Both research and federal special education legislation cite the positive aspects of encouraging and empowering parents to participate, as members of the IEP or IFSP teams, in their child's educational program. Therefore, the evaluators addressed data collection around family participation.

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SUMMARY OF FINDINGS

1. WHAT SERVICES DO T/TACS PROVIDE, AND TO WHAT EXTENT ARE THOSE SERVICES PROVIDED WITHIN AND ACROSS T/TAC REGIONS?

- T/TACs provide long-range planning, workshops, information dissemination, lending libraries that offer equipment and materials for short-term loans, and short-term consultations.
- Lending libraries are the most frequently used service offered by the T/TAC in each region, and receive the highest level of praise from the teachers.
- The second most frequently used service is information dissemination, a service rated highly by TA recipients.
- The third most used service is the short-term or episodic consultations. These consultations are often limited to two or three visits to: a) offer teachers strategies, materials, or equipment to use with one or more students in the classroom, and b) model or suggest strategies that will increase the likelihood of students with disabilities achieving their specific educational outcomes.
- Some regions use a long-range planning model as a distinct service to implement the T/TAC mission, with systemic reform and capacity building as cornerstones of long-range planning.
- T/TAC staff perform the following services within and across regions:
  - Provide a variety of service delivery models for students with disabilities, often increasing their access to the general education environment and their non-disabled peers;
  - Increase the capacity of professionals to use promising practices and strategies when working with the students; and
  - Engage families in the students' educational program in school, the community, and home.

2. TO WHAT EXTENT, AND WITH WHAT CONSISTENCY ARE THE T/TACS' SERVICES FACILITATING LONG-TERM SYSTEMIC CHANGE AND CAPACITY-BUILDING?

- Two major T/TAC activities facilitate long-term system change and capacity building: long-range planning initiatives and workshops.
- T/TACs are successfully building the capacity of school personnel to use research-based instructional strategies.

3. TO WHAT EXTENT ARE THE T/TACS MAKING AN IMPACT ON THE FOLLOWING:

A. SERVICE DELIVERY OPTIONS FOR YOUTH WITH DISABILITIES?

- T/TAC services have significantly increased the access that students with disabilities have to general education classrooms.

- Through various venues, the T/TACs disseminate information and knowledge about: promising practice strategies for inclusive education, positive behavior supports, assistive technology, alternative forms of communication, content and process modifications, and school-based teams.

B. SOCIAL, EDUCATIONAL, AND BEHAVIORAL OUTCOMES OF YOUTH WITH DISABILITIES?

- Students with disabilities interact more with their non-disabled peers.
- The influx of students diagnosed with autism spectrum disorders into the public school system has created a demand for wide-scale dissemination and assistance of appropriate strategies for these students, which T/TACs are addressing.
- T/TACs in all regions appear to be responding proactively to the State Improvement Plan with regard to increasing academic achievement via the Standards of Learning (SOL).

C. THE NUMBER OF PERSONNEL ADEQUATELY TRAINED TO MEET THE NEEDS OF YOUTH WITH DISABILITIES?

- T/TAC staff have successfully increased the knowledge base of professionals in the following ways:
  - Deepened knowledge of characteristics of youth with disabilities, especially in the area of autism, early childhood developmental delays, emotional disturbance, and students with mild disabilities who receive most of their education in the general classroom;
  - Increased access to and availability of technology, including current, cutting-edge, low-cost forms of assistive technological devices;
  - Increased knowledge and use of curriculum materials such as the Picture Exchange Communication System (PECS) specifically designed to help students with disabilities achieve academic, social, and behavioral outcomes;
  - Increased knowledge and use of research-based instructional strategies to maximize teaching and learning opportunities for the students;
  - Increased knowledge and use of assessment strategies including functional behavioral and assistive technology assessments; and
  - Increased collaboration with other professionals in school, across the district, and other agencies.
- T/TAC staff emphasize establishment of school-based teams.
- Teachers contend that all knowledge and strategies obtained from the T/TAC have immediate and useful applicability to the classroom and specific students.
- Teachers and other staff praised the follow-up services initiated by the T/TAC staff.
- Professionals in rural areas feel a decreased sense of isolation due to T/TAC staff assistance.
- Increase in teachers' and professionals' confidence through short-term consultations during which T/TAC staff reinforce the positive strategies and classroom management of the teacher.

D. POLICIES AND GUIDELINES THAT INCREASE THE EFFECTIVENESS AND APPROPRIATENESS OF SERVICES FOR YOUTH WITH DISABILITIES?

- There are no data to indicate that T/TACs directly influence district policies or guidelines.

E. THE NUMBER OF FAMILIES EMPOWERED TO PARTICIPATE FULLY IN THEIR CHILD'S EDUCATION?*

- T/TACs emphasize the family's role in the students' educational program and encourage schools to invite families to participate in workshops, short-term consultations, and other T/TAC-sponsored activities.

- T/TAC staff contend that family involvement is part of working with school, child, and team. However, there appeared to be a need for services to families beyond the T/TAC's personnel development mission or within the scope of the human resource capacity of the T/TAC.

4. TO WHAT EXTENT ARE THE T/TACS' SERVICES MEETING THE NEEDS OF THE SCHOOL DISTRICTS AND PERSONNEL TO SERVE STUDENTS WITH DISABILITIES?

- T/TACs are a cost-effective mechanism to serve professionals in a given regional area.

- Professionals and administrators expressed satisfaction with the re-designed T/TAC system.

- Each T/TAC has expanded the number of specialists providing services within each region.

- The more T/TAC staff members train school and district-based professionals, the more they are building the capacity of schools, regions, and the T/TAC network.

5. TO WHAT EXTENT ARE THE T/TACS' SERVICES MEETING THE NEEDS OF THE SCHOOL DISTRICTS AND PERSONNEL TO SERVE STUDENTS AT-RISK FOR FAILURE?

The pilot expansion program was in the second year of implementation during the data collection period of this study. Regions 1&8 and 6&7 piloted the expansion program.

- At this point in the implementation phase, services appear to be impacting only a small segment of the personnel serving students at-risk for failure.

- Personnel and administrators receiving expansion program services expressed a high level of satisfaction with the services and the T/TAC staff.

- The expansion program is a natural extension for the T/TACs which already have mechanisms in place to provide assistance to personnel serving students with special needs within schools and agencies.

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* Although T/TACs are not charged directly with empowering families to fully participate in their child's education., it was suggested by stakeholders that T/TAC services to personnel may indirectly produce increased family involvement. Both research and federal special education legislation cite the positive aspects of encouraging and empowering parents to participate, as members of the IEP or IFSP teams, in their child's educational program. Therefore, the evaluators addressed data collection around family participation.

6. WHAT FACTORS HINDER OR FACILITATE THE EXTENT TO WHICH THE T/TACS FUNCTION?

- Most T/TAC staff worked in the school districts that they now serve, bringing a high level of credibility due to their experience and familiarity with the culture, values, and organization of the district.
- The compassion, expertise, and knowledge of each T/TAC staff member received positive recognition throughout the Commonwealth.
- The dedication of T/TAC staff is apparent in descriptions of their work from TA respondents and the staff themselves.
- Requests for assistance and corresponding TA activities have increased steadily in the past three years.
- T/TAC is hindered by a lack of knowledge about the T/TAC system and the services offered.
- There was some criticism about communication with T/TAC staff, expressed as frustration with receiving a voice mail or recording when calling the T/TACs.
- Access to workshops and library services is an important issue for those not geographically located near a T/TAC.
- T/TAC staff have had very few opportunities to exchange information about common events across the regions.
- T/TACs currently collect little data to ascertain the intermediate and long-term use and benefits of the technical assistance.
- Services to personnel who serve students at-risk for failure are impeded by a lack of documentation that identifies schools or programs within their region, a lack of awareness by teachers of the expansion program and the services available to them, and difficulty with coordination among these various programs for at-risk students.

7. HOW CAN THE T/TACS BE REFINED TO MAXIMIZE SERVICES TO THE INTENDED POPULATION?

The following should be considered by the Virginia Department of Education (VDOE) administrators and T/TAC staff to maximize services:

- All T/TACs should establish processes to provide long-range assistance through a Long Range Planning model to build the capacity of schools and districts to make systemic changes in the way students with disabilities are served.
- Increase the awareness about the T/TAC's services through nontraditional mechanisms.
- Teachers and school personnel are not in a traditional work environment with continuous access to telephones and numerous opportunities to seek and request assistance indicating a need for T/TACs to

consider this in staffing configurations.

- T/TACs should continue to use nontraditional mechanisms to increase access to T/TAC services such as distance learning models to reach rural populations.

- Duplication of efforts across T/TACs and other technical assistance providers in the Commonwealth does not contribute to the effectiveness of the various initiatives. The VDOE should engage in: a) creating forums for all T/TAC staff, not just the principal investigators and project directors, to engage in continuous planning sessions that focus on cross-region topics, and b) coordinating the efforts of all technical assistance initiatives to equalize the burden and avoid duplication of services.

- T/TACs should consider multiple data collection methods. The quantitative data currently collected do little to determine the extent of use, and usefulness of the services provided. To make this a viable T/TAC activity, a specific percentage of the T/TACs' budget should be earmarked to collect, analyze, and report these data.

- At this time, there is insufficient evidence to ascertain the merits of the pilot expansion program. The implementation time of the pilot expansion program should be extended in Regions 1&8 and 6&7 before determining if the program should be continued or expanded. The extension will provide additional time to: a) conduct a more extensive evaluation of the implementation issues, and b) develop and refine a model that will help other regions overcome the implementation issues. Additional data about the impact of the pilot expansion program on students and teachers should be collected at the end of the third year of program implementation.

1. Introduction

In June 1998, the Virginia Department of Education (VDOE) commissioned an evaluation of the Department's Training and Technical Assistance Centers (T/TACs). The evaluation was conducted by the Interdisciplinary Institute of Human Development at the University of Kentucky. This document presents the empirical research related to providing technical assistance, evaluation methodology, findings, and conclusions.

Virginia Training and Technical Assistance Centers

The Virginia Department of Education's Training and Technical Assistance Centers are a statewide system of technical assistance which emphasize collaboration in the planning and provision of services to meet state, regional, and local identified needs of persons serving children and youth, ages birth through 22 years with disabilities. A pilot expansion program also serves children ages birth to 9 years who are at-risk for school failure. The T/TAC system reflects many of the attributes discussed earlier by providing technical assistance "…to increase the capacity of schools, school personnel, service providers, and families…"

Systems Change

To increase the capacity of schools, school personnel, service providers, and families to serve children with disabilities, a comprehensive system that serves *all* students' needs must be developed. This system may differ from what districts and schools previously provided. That is, with the emphasis on improving educational results for all children, including those with disabilities, more and more students with disabilities are in neighborhood schools and the general education environment (U.S. Department of Education, 1998).

The empirical basis for systems change has emerged from work on change and diffusion of innovation (Fullan, 1991; Rogers, 1985). In approaching the integration of special and general education, many advocate a systemic change approach (Kagen, Goffin, Golub, & Pritchard, 1995; Nisbet, Jorgenson, & Powers, 1994; Schrag, 1996). Exhibit 1.1 provides the proprieties of systemic change (Karr, 1996).

Exhibit 1.1

Properties of the Systemic Change Process

Properties of the Systemic Change Process include:

1. Advocating a global view of schools.
2. Focusing less on end goals and more on helping individuals change their perceptions of themselves.
3. Understanding context and culture.
4. Using a change facilitator often brings a sensitivity to the unique context of each system.
5. Changing a system impacts related parts of the system, and often causes other unpredictable changes.
6. Changing a part of the system often results in the system trying to put that part back, so that the system itself doesn't have to change.
7. Involving stakeholders which serves to empower those in the system to create or redesign a system that reflects their needs.

Significant systems changes require the integration of five factors:

- Leadership with reflective and moral tendencies;
- Local politics and governance;
- National or state initiatives which serve as the impetus for the change;
- Strategies based on organizational theory; and
- People with the willingness, energy, and time to facilitate and make the changes (McAdams, 1997).

Adding to the above list, any systemic change effort designed to reform education must be supported through professional development (Darling-Hammond, 1997). Policies must focus on improving classroom teaching – which is where the change actually occurs.

Capacity

Any systemic change effort requires in-depth discussions and investigations about a system's capacity. Capacity describes the extent and elements needed to achieve or produce something – educational reform (Massell, 1998). Capacity in education ultimately refers to a system's ability to develop student outcomes and improve learning. Discussion of capacity usually focuses on the skills of individuals and fails to recognize the importance of the various organizational levels. Each level of the education system functions with a relative degree of capacity that influences policy development and implementation. School and classroom capacity represent the critical elements closest to the occurrence of student learning.

School-level capacity can initially be seen as consisting of three elements of capital: physical, human, and social. The nature and degree of these capital may influence the capacity of a school to implement reforms.

- *Physical capital* is the financial resources, space, equipment, technology, curriculum and instructional materials, supplies, time, and workload (Odden & Picus, 1992).

- *Human capital* is the number and kinds of people implementing the reform initiatives and their attitudes and motivation, knowledge, and skills (Becker, 1993).

- *Social capital* includes the number and quality of social relationships in schools and classrooms. Also important are socialization into school community norms, engendering trusting relationships, the extent to which teachers learn, and collaboration as a professional team (Coleman & Hoffer, 1987).

Another important element of capacity, whole school capacity, also may impact the implementation of effective instruction. Thus whole school capacity can be defined as the capacity of a school to work as a cohesive unit to ensure: a) all students learn; b) clarity of direction related to school mission and goals; c) consensus about worthiness of school mission and goals; d) shared school-wide ethos and norms distinctive of school-wide climate and culture; and e) capacity to focus efforts and resources around common themes.

Capacity-Building Strategies

Many states, like Virginia, have created initiatives to offer districts, schools, and teachers assistance in instructional strategies, materials, and organizational processes. In doing so, states believe that they are building capacity. Massell (1998) identified four common capacity-building strategies used in many states.

1. Building internal and external infrastructures to provide professional development and technical assistance;

2. Setting professional development and training standards;

3. Providing curriculum materials; and

4. Organizing and allocating resources.

All of these strategies are important to the success of any capacity-building efforts. The design of Virginia's T/TAC initiative focuses on three of the four strategies: a) building internal and external infrastructures to provide professional development and technical assistance, b) organizing and allocating resources, and c) providing curricular materials. Perhaps the most important of these is providing professional development and technical assistance.

Technical Assistance

Technical assistance has been an important service in education for more than three decades. Initially, the role of the technical assistance provider was viewed as analogous to that of the agricultural extension agent who disseminated newly invented agricultural innovations to farmers. The definition of technical assistance in education has broadened as the demands on the various educational systems have become more complex. The availability of greater knowledge about systemic reform and capacity-building has shown that the needs of developing systems cannot be met by the simple infusion of new knowledge or installation of the latest innovative practice or tool. Rather, individuals and organizations must engage in a complex, interactive process that helps them adopt new behaviors, attitudes, and habits.

Within the context of systemic reform, technical assistance must facilitate the learning and development of individuals, organizations, and systems. Through learning and development, districts, schools, and teachers within the schools build skills, structures, strategies, and environments that will result in improved outcomes for all children. Depending on individual needs, a technical assistance provider must function as:

- An ***information provider or broker*** who delivers specialized expertise through training, consultation, and sharing of best practices;

- A ***critical friend*** who provides feedback about program design, implementation, or outcomes, helps recipients reflect, coaches them to change, and provides data that provokes action;

- A ***facilitator*** who helps the client convene and collaborate with others for purposes of strategic planning;

- A ***networker*** who identifies common issues, concerns, needs, and strengths of individual clients, then links those clients with each other and with people and organizations outside the special education community;

- A ***communicator*** who fosters communication between stakeholders and with the general public; and

- A ***designer of learning experiences*** who makes every effort to understand the learning needs of practitioners, crafts appropriate opportunities for learning, and supports the application of learning over time (Loucks-Horsley, 1994).

Successful systemic reform to educate youth with disabilities requires a technical assistance provider with in-depth understanding of a district's and individual school's unique components, players, and dynamics. Such reform is unsuccessful when delivered piecemeal (Zantal-Wiener & Merchlinsky, 1995). These technical assistance providers use their knowledge of their clients to select the most appropriate resources and assistance from other providers so as to support learning and change over time. The provider must respond to client-articulated needs and must anticipate these needs even when clients have not yet recognized them. Just as special education professionals stress learning opportunities to challenge children and youth with disabilities, especially by applying these opportunities to new and increasingly complex situations, so must technical assistance providers support special education professionals. This support requires a long-range commitment to the system and careful attention to its development.

Research has shown that those technical assistance providers in close geographic contact with teachers and schools are in a better position to provide targeted assistance (Massell, 1998). Close proximity encourages linking professionals to share developing knowledge. More important, by sharing and reflecting on the knowledge gained, culling from experiences, and connecting the learning to contexts, all relevant technical assistance recipients form a learning community. Within a learning community, individuals bring different backgrounds (e.g., general educators, special education teachers, therapists, speech pathologists) and experiences to a shared topic or concern. A successful learning community provides a safe and informed environment for individuals to reflect on what has been learned from their collective experiences. Thus, the primary functions of a learning community are reflection, consolidation, and renewal. Creating learning communities (sometimes referred to as networks) can advance reform. The benefits of the communities or networks are numerous:

- Identifying and clarifying the progress and achievements of any initiative and reinforcing members of the network for effecting changes.

- Speeding up the change process and improving the quality of capacity-building efforts by 1) making knowledge about promising practices, the theory and process of systemic reform accessible; 2) modifying technical assistance activities to the context in which the reform or change will occur; and 3) promoting cross-training or information sharing among successful technical assistance recipients, thus making the technical assistance more relevant to a broader population.

- Identifying needs and designing additional venues for continued

dissemination of information.

The importance of establishing learning communities and networks also is an important factor in how the information is disseminated. Gwaltney and Zantal-Wiener (1991) found that: a) the dominant information source for special education professionals is the professional network; b) special educators tend to seek information from their peers (e.g., teacher to teachers); c) the diversity of networks is mainly the result of cross-disciplinary or interagency collaboration; and d) the extent of outreach activities to TA recipients conducted by the technical assistance provider affects the frequency of use.

The next section discusses the history, organizational structure, and service demography of the T/TAC system.

2. Virginia T/TAC Initiative

History

During the 70's and 80's The Virginia State Department of Education (VDOE) funded four technical assistance centers (TACs). The centers provided technical assistance (TA) to children and youth with disabilities and the professionals who serve them. Contracts for technical assistance services were awarded to four Virginia institutions of higher education. Each of the TACs served a limited geographic area and provided services targeted to specific disabilities and age groups. For example, Virginia Commonwealth University focused on services for youth with severe disabilities, George Mason University on preschool children with severe disabilities, and Old Dominion University on young preschool children with disabilities. In 1987-1988, Virginia Polytechnic Institute and State University piloted a program that served children with mild/moderate disabilities in Southwest Virginia.

VDOE conducted a needs assessment in 1995 to determine the needs of practitioners in all Virginia local education agencies (LEAs). Findings showed that (a) TACs should provide technical assistance covering broader disability categories, (b) more areas of the state needed services, and (c) teachers needed better access to services. Additionally, the needs assessment found that the TACs should have capacity building orientation to effect systemic changes, rather than primarily responding to isolated episodic events.

Revised focus. Using the configuration of the Superintendent's eight regions, a Request for Proposals (RFP) was issued in the summer of 1995. The RFP's intent was to establish eight regional T/TACs. (Training, or "T," was added to the TACs to focus on staff development and training to encourage capacity building in serving youth with disabilities.)

The RFP encouraged offerors to establish collaboratives to:

1. Ensure that expertise in all disability areas was available,
2. Expand the diversity of perspectives serving the LEAs,
3. Base services on the needs of the school divisions within specific regions and the professionals working within those divisions.

Thus, since 1996-1997 the mission of the T/TACs has been to serve all teachers, administrators, related personnel who work with children and youth with disabilities (birth-22 years), school-based teams, including parents, and early intervention providers who serve infants and toddlers with disabilities. T/TACs have no gatekeeper – that is, anyone can request TA; TA requests do not have to come from a principal or special education director.

Additionally, in the first two years of operation the T/TACs had to collaborate with Project Unite sites (where applicable). Project Unite sites were established through a federal grant from the U.S. Department of Education, Office of Special Education Programs (OSEP),

and focused on secondary transition. Funding for Project Unite has concluded, and all T/TACs incorporated TA in secondary and transition services.

Extension of services. During the T/TACs' second year in operation, 1997-1998, a pilot program began in Regions 1&8 and 6&7 (half of the state) to serve all children, ages birth through 9, who have disadvantages or are at-risk for school failure (including Title I, Virginia Preschool Initiative, migrant and homeless education, family literacy programs, and child care occupations). The goals of the pilot program are to:

- Expand T/TAC services to serve youth who are disadvantaged or at-risk for school failure;
- Encourage flexibility across program service delivery models and staff development;
- Provide a venue for the various regions within Virginia to talk about issues that affect all students;
- Provide and make available multiple funding streams for LEAs to support staff development;
- Maximize the structure of the T/TACs as the best vehicle to meet the needs of professionals who serve at-risk populations; and
- Increase the intensity and long-term focus on services delivered to this population.

Thus, the mission of the T/TACs in the four regions designated to serve the expansion program is to "improve educational opportunities and contribute to the success of children and youth with disabilities (birth - 22 years)" and, for "children who have disadvantages or are at-risk of school failure (birth - 9 years)."

A Model of an Effective T/TAC System

The evaluation began with a stakeholder's (e.g., T/TAC staff, administrators, teachers, parents, and state staff) meeting on February 24, 1998. The stakeholders developed a logic model for the T/TACs. The model, in Exhibits 2.1 and 2.2, suggests that an ideal, effective T/TAC system for Virginia ultimately has indirect effects on children and youth with disabilities and students who are disadvantaged or at-risk ("Long-term Impacts"). The services directly impact, and serve to build the capacity of professionals, families, youth, and school staffs ("Intermediate Impacts"). The T/TACs conduct an array of activities and have resources ("Resources Inputs"), which contribute to both the intermediate and long-term impacts, directly or indirectly.

Exhibit 2.1
Logic Model for T/TAC Implementation of the Virginia T/TAC System

* Also Pertains to SEA

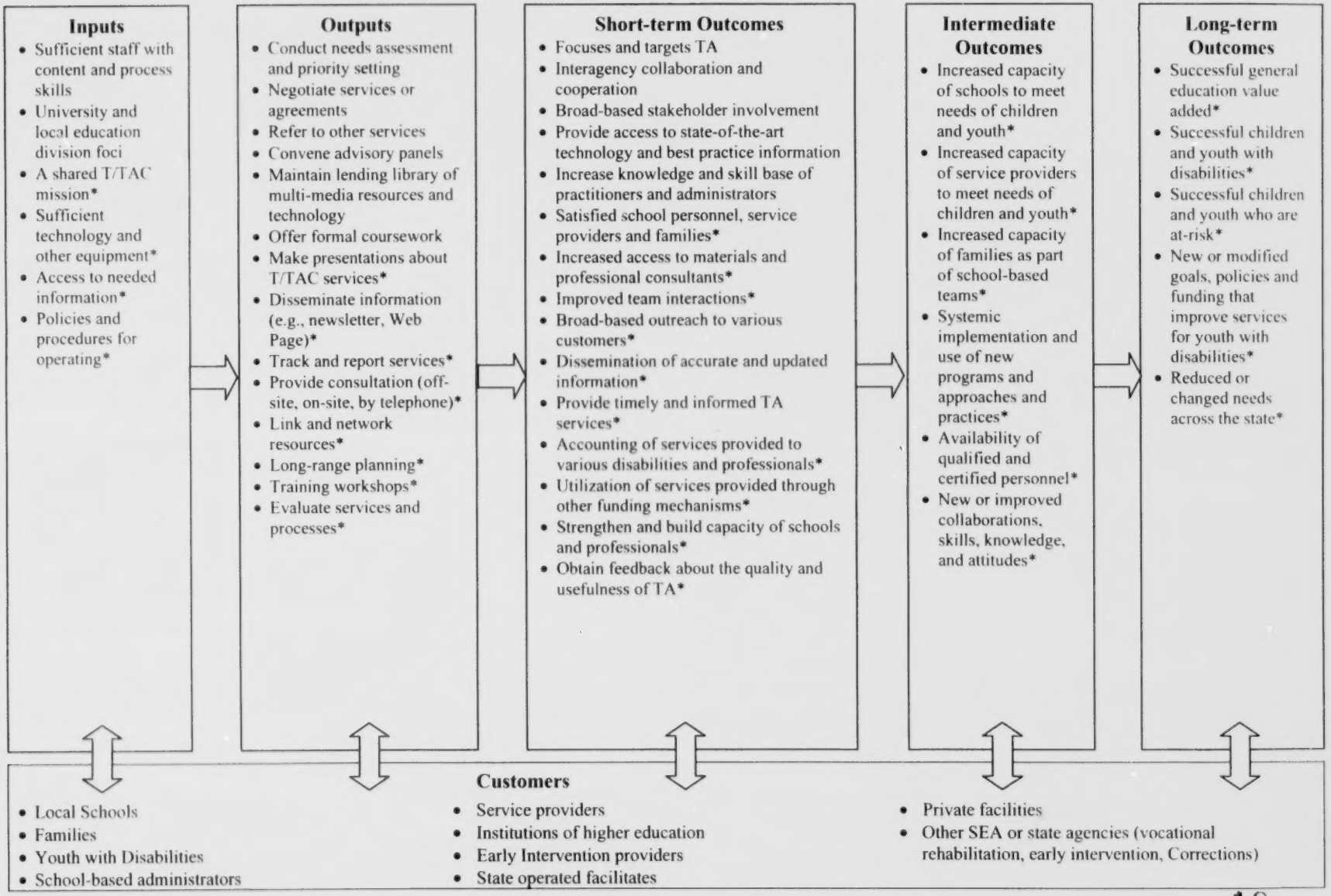
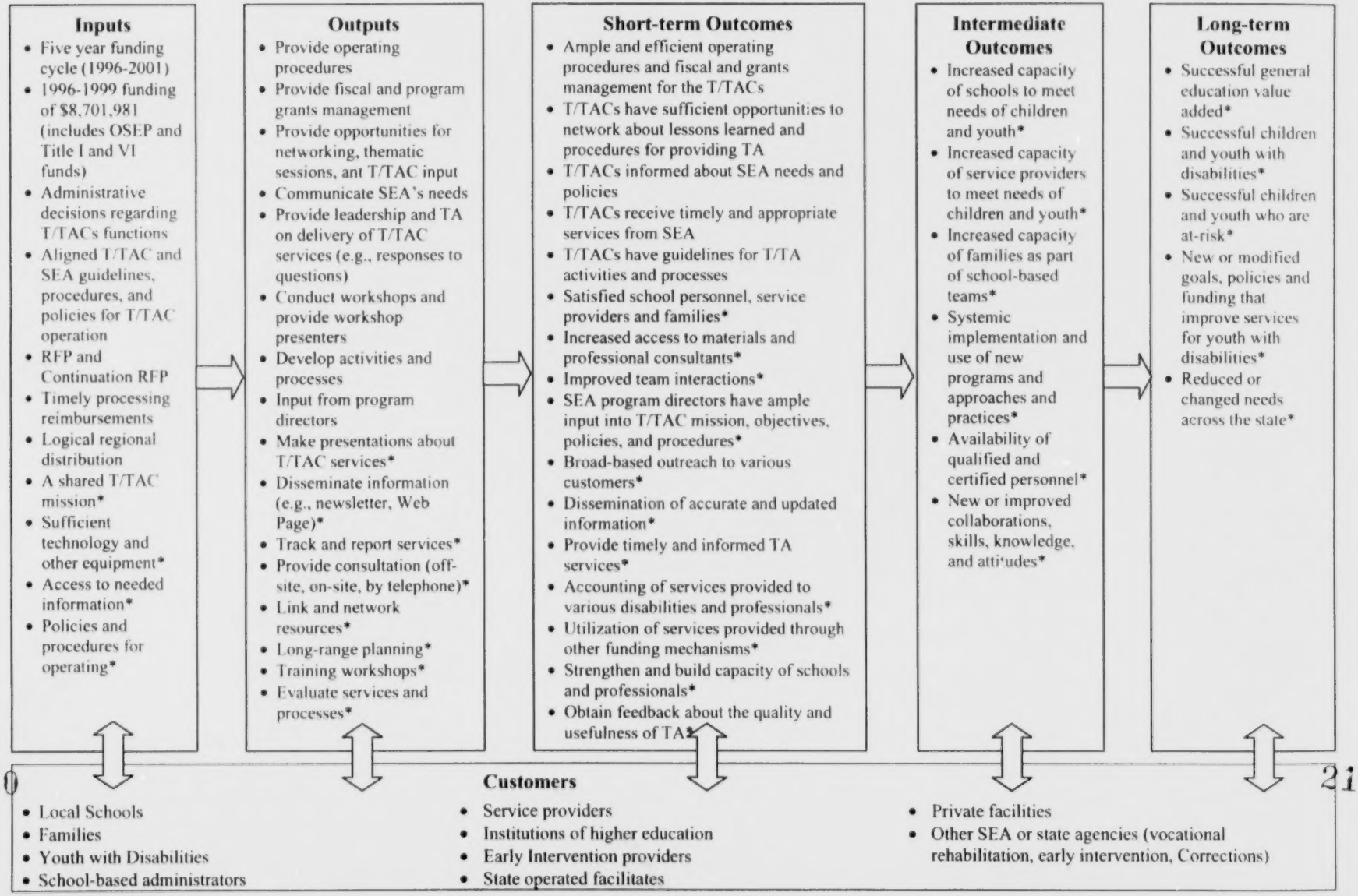

Inputs
• Sufficient staff with content and process skills
• University and local education division foci
• A shared T/TAC mission*
• Sufficient technology and other equipment*
• Access to needed information*
• Policies and procedures for operating*
Outputs
• Conduct needs assessment and priority setting
• Negotiate services or agreements
• Refer to other services
• Convene advisory panels
• Maintain lending library of multi-media resources and technology
• Offer formal coursework
• Make presentations about T/TAC services*
• Disseminate information (e.g., newsletter, Web Page)*
• Track and report services*
• Provide consultation (off-site, on-site, by telephone)*
• Link and network resources*
• Long-range planning*
• Training workshops*
• Evaluate services and processes*
Short-term Outcomes
• Focuses and targets TA
• Interagency collaboration and cooperation
• Broad-based stakeholder involvement
• Provide access to state-of-the-art technology and best practice information
• Increase knowledge and skill base of practitioners and administrators
• Satisfied school personnel, service providers and families*
• Increased access to materials and professional consultants*
• Improved team interactions*
• Broad-based outreach to various customers*
• Dissemination of accurate and updated information*
• Provide timely and informed TA services*
• Accounting of services provided to various disabilities and professionals*
• Utilization of services provided through other funding mechanisms*
• Strengthen and build capacity of schools and professionals*
• Obtain feedback about the quality and usefulness of TA*
Intermediate Outcomes
• Increased capacity of schools to meet needs of children and youth*
• Increased capacity of service providers to meet needs of children and youth*
• Increased capacity of families as part of school-based teams*
• Systemic implementation and use of new programs and approaches and practices*
• Availability of qualified and certified personnel*
• New or improved collaborations, skills, knowledge, and attitudes*
Long-term Outcomes
• Successful general education value added*
• Successful children and youth with disabilities*
• Successful children and youth who are at-risk*
• New or modified goals, policies and funding that improve services for youth with disabilities*
• Reduced or changed needs across the state*
Customers
• Local Schools
• Families
• Youth with Disabilities
• School-based administrators
• Service providers
• Institutions of higher education
• Early Intervention providers
• State operated facilitates
• Private facilities
• Other SEA or state agencies (vocational rehabilitation, early intervention, Corrections)

Exhibit 2.2
Logic Model for SEA Implementation of the Virginia T/TAC System

*Also Pertains to T/TACs


Inputs
• Five year funding cycle (1996-2001)
• 1996-1999 funding of $8,701,981 (includes OSEP and Title I and VI funds)
• Administrative decisions regarding T/TACs functions
• Aligned T/TAC and SEA guidelines, procedures, and policies for T/TAC operation
• RFP and Continuation RFP
• Timely processing reimbursements
• Logical regional distribution
• A shared T/TAC mission*
• Sufficient technology and other equipment*
• Access to needed information*
• Policies and procedures for operating*
Outputs
• Provide operating procedures
• Provide fiscal and program grants management
• Provide opportunities for networking, thematic sessions, ant T/TAC input
• Communicate SEA's needs
• Provide leadership and TA on delivery of T/TAC services (e.g., responses to questions)
• Conduct workshops and provide workshop presenters
• Develop activities and processes
• Input from program directors
• Make presentations about T/TAC services*
• Disseminate information (e.g., newsletter, Web Page)*
• Track and report services*
• Provide consultation (off-site, on-site, by telephone)*
• Link and network resources*
• Long-range planning*
• Training workshops*
• Evaluate services and processes*
Short-term Outcomes
• Ample and efficient operating procedures and fiscal and grants management for the T/TACs
• T/TACs have sufficient opportunities to network about lessons learned and procedures for providing TA
• T/TACs informed about SEA needs and policies
• T/TACs receive timely and appropriate services from SEA
• T/TACs have guidelines for T/TA activities and processes
• Satisfied school personnel, service providers and families*
• Increased access to materials and professional consultants*
• Improved team interactions*
• SEA program directors have ample input into T/TAC mission, objectives, policies, and procedures*
• Broad-based outreach to various customers*
• Dissemination of accurate and updated information*
• Provide timely and informed TA services*
• Accounting of services provided to various disabilities and professionals*
• Utilization of services provided through other funding mechanisms*
• Strengthen and build capacity of schools and professionals*
• Obtain feedback about the quality and usefulness of TA*
Intermediate Outcomes
• Increased capacity of schools to meet needs of children and youth*
• Increased capacity of service providers to meet needs of children and youth*
• Increased capacity of families as part of school-based teams*
• Systemic implementation and use of new programs and approaches and practices*
• Availability of qualified and certified personnel*
• New or improved collaborations, skills, knowledge, and attitudes*
Long-term Outcomes
• Successful general education value added*
• Successful children and youth with disabilities*
• Successful children and youth who are at-risk*
• New or modified goals, policies and funding that improve services for youth with disabilities*
• Reduced or changed needs across the state*
Customers
• Local Schools
• Families
• Youth with Disabilities
• School-based administrators
• Service providers
• Institutions of higher education
• Early Intervention providers
• State operated facilitates
• Private facilities
• Other SEA or state agencies (vocational rehabilitation, early intervention, Corrections)

Fiscal Support

In 1996-1997, total funding for the T/TACs was $2,371,245. This amount included $143,245 from an OSEP transition systems change grant. In 1997-1998, the total funding was $2,942,375. Of that sum, $170,000 was for the pilot expansion program. During the 1998-1999 fiscal year, the total T/TAC budget was $3,251,234, with $178,500 of pilot expansion program funds. The T/TAC budget for the current year is $3,972,319, an increase of 67.5% since the first year of operation.

The T/TACs report that each year they have increased services to their regions as a result of funding increases. T/TAC staff report that there are three main ways that the annual funding increases have been used. First, T/TACs have expanded their in-house expertise by hiring additional specialists in areas of particular interest to the TA recipients in the region. Secondly, each T/TAC has continued to add to extensive lending libraries containing resources for TA recipients to borrow. Finally, each T/TAC has used its funding increase to pay for annual increases in the cost of operating a T/TAC center.

Service Distribution by Disability Area

There are a wide variety of disability categories addressed by each T/TAC. Exhibit 2.3 displays the disability categories served by each T/TAC during the 1998-1999 school year and the percentage of time each T/TAC devoted to each disability category. The T/TACs provide services regarding two disability categories more than any others: developmental delay and learning disability. The T/TACs serving Regions 2, 3, and 7 provided TA services regarding learning disabilities more than any other disability category. Regions 4, 5, and 6 most frequently addressed developmental delay. Only those regions participating in the pilot expansion program have "non-categorical" data because the children served by this program do not fit into other disability categories.

Professionals Served

Each T/TAC serves a variety of professionals who serve students with disabilities, ages birth through 22 years. Exhibit 2.4 displays the type and number of professionals reported to be served by each T/TAC during the 1998-1999 school year (and the percentage of services received by each type of professional). The primary service recipients in every T/TAC region were special education teachers with 37% of T/TAC services going to this professional group. Although overall general education teachers were reported as receiving the second greatest number of services, only one consortium, Regions 1&8, served nearly as many general education teachers as special education teachers. This may be due to this region's participation in the pilot expansion program, which provides a number of services to general education teachers who work with children who are at-risk.

Exhibit 2.3

Percentage of Service Distribution by Disability Area Across All Regions: 1998-1999*

Disability Categories	Regions															
	1&8		2		3		4		5		6		7		All Regions	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADD/ADHD	224	4.0	553	7.0	396	10.0	104	3.3	416	6.7	349	10.8	267	8.5	2,309	6.9
Autism	351	6.3	708	8.9	259	6.5	281	8.8	507	8.1	252	7.8	233	7.4	2,591	7.8
Deaf blindness	13	0.2	233	2.9	79	2.0	112	3.5	58	0.9	65	2.0	76	2.4	636	1.9
Deafness	1	<0.1	195	2.5	47	1.2	74	2.3	44	0.7	82	2.5	82	2.6	525	1.6
Developmental delay	1,149	20.8	1,048	13.2	435	10.9	884	27.8	1,016	16.3	363	11.2	295	9.4	5,190	15.6
Emotional disturbance	332	6.0	732	9.2	553	13.9	259	8.1	553	8.8	249	7.7	198	6.3	2,876	8.6
Hearing impairment	20	0.4	414	5.2	254	6.4	113	3.6	545	8.7	233	7.2	215	6.9	1,794	5.4
Learning disability	939	17.0	1,220	15.4	675	17.0	770	24.2	785	12.6	323	10.0	350	11.1	5,062	15.2
Mental retardation	443	8.0	472	5.9	220	5.5	256	8.0	376	6.0	221	6.8	228	7.3	2,216	6.7
Multiple disabilities	296	5.4	305	3.9	162	4.1	166	5.2	249	4.0	194	6.0	223	7.1	1,595	4.8
Non-Categorical	1,175	21.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1,175	3.5
Orthopedic impairment	16	0.3	335	4.2	128	3.2	17	0.5	186	3.0	104	3.2	130	4.1	916	2.8
Other health impairment	20	0.4	404	5.1	247	6.2	14	0.4	457	7.3	211	6.5	190	6.0	1,543	4.6
Severe disability	303	5.5	494	6.2	235	5.9	59	1.9	339	5.4	120	3.7	161	5.1	1,711	5.1
Speech or language impairment	215	3.9	440	5.6	159	4.0	24	0.8	580	9.3	300	9.3	283	9.0	2,001	6.0
Traumatic brain injury	3	0.1	185	2.3	50	1.3	26	0.8	68	1.1	76	2.4	89	2.8	497	1.5
Visual impairment	25	0.4	200	2.5	77	1.9	24	0.8	68	1.1	94	2.9	126	4.0	614	1.8
TOTAL	**5,525**	**100**	**7,938**	**100**	**3,976**	**100**	**3,183**	**100**	**6,247**	**100**	**3,236**	**100**	**3,146**	**100**	**33,251**	**100**

*Source: 1998-1999 Year End Reports.

Exhibit 2.4

Professionals Served Across All Regions: 1998-1999*

Professional Role	Regions															
	1&8		2		3		4		5		6		7		All Regions	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Administrator, General Education	258	4.4	243	6.2	117	6.2	33	1.3	46	1.7	83	4.5	53	3.3	833	4.1
Administrator, Special Education	220	3.7	306	7.8	288	15.3	113	4.5	189	6.8	95	5.1	103	6.5	1,314	6.4
Guidance Counselor	79	1.3	44	1.1	38	2.0	19	0.8	22	0.8	29	1.6	18	1.1	249	1.2
Human Services Agency Staff	133	2.3	17	0.4	17	0.9	128	5.1	27	1.0	127	6.9	55	3.5	504	2.5
Occupational Therapist	139	2.4	106	2.7	26	1.4	76	3.0	95	3.4	23	1.2	14	0.9	479	2.3
Other	321	5.4	176	4.5	52	2.8	31	1.2	86	3.1	163	8.8	138	8.8	967	4.7
Paraprofessional (or Assistant)	219	3.7	203	5.2	114	6.1	135	5.4	181	6.5	57	3.1	37	2.3	946	4.6
Parent/Family	239	4.0	136	3.5	51	2.7	70	2.8	99	3.6	68	3.7	50	3.2	713	3.5
Physical Therapist	36	0.6	39	1.0	18	1.0	30	1.2	35	1.3	7	0.4	5	0.3	170	.9
Related Service Provider	87	1.5	142	3.6	53	2.8	47	1.9	57	2.1	101	5.5	100	6.3	587	2.9
Speech Pathologist	395	6.7	160	4.1	76	4.0	131	5.2	196	7.1	65	3.5	88	5.5	1,111	5.4
Teacher, General Education	1,665	28.2	451	11.6	292	15.5	154	6.1	207	7.5	412	22.3	321	20.2	3,502	17.2
Teacher, Special Education	1,842	31.2	1,548	39.7	697	37.1	1,340	53.4	1,131	40.9	524	28.3	455	28.7	7,537	37.0
Transition Coordinator	50	0.8	37	0.9	11	0.6	106	4.2	12	0.4	43	2.3	22	1.4	281	1.4
University Professor/Student	167	2.8	285	7.3	28	1.5	87	3.5	306	11.1	52	2.8	119	7.5	1,044	5.1
Vocational Teacher/Administrator	54	0.9	7	0.1	2	0.1	8	0.3	74	2.7	1	<1	8	0.5	154	0.8
TOTAL**	**5,904**	**99.9**	**3,900**	**99.7**	**1,880**	**100**	**2,508**	**99.9**	**2,763**	**100**	**1,850**	**100**	**1,586**	**100**	**20,391**	**100**

* Source: 1998-1999 Year End Reports

** Percent may not equal 100 due to rounding.

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Program Affiliation

As shown in Exhibit 2.5, the T/TACs provided services to TA recipients in a variety of programs during the 1998-1999 fiscal year. Those reported as receiving the most services are special education personnel, and general education personnel who work with children with special needs. The least served programs (homeless, migrant education, preschool initiative, adult education/family literacy, Even Start, Head Start and Title I) are served only by regions participating in the pilot expansion program to at-risk students.

Services Provided

All T/TACs provide diverse technical assistance (TA) services to school divisions within each region. These services include: providing on- and off-site consultations; processing information requests; maintaining a library containing resources and adaptive equipment and technology; and linking interested persons with consultants. Staff members also conduct presentations and workshops featuring topics of interest. Exhibit 2.6 depicts the variety, frequency, and percentage of TA services provided to school divisions by each T/TAC during the 1998-1999 school year. Overall, the lending library was the T/TAC service used most often. However, only half of the regions: 2, 3, 4, and 5, reported that the lending library was the service utilized most often by TA recipients. Information services, on-site consultations and workshops were also well used by TA recipients.

T/TAC Staff

Each T/TAC employs a staff consisting of specialists and support personnel; however, the numbers of each vary from region to region. In each region, if expertise beyond that of the T/TAC specialists is needed, additional persons are contracted for specific short-term assignments, including workshops and consultations. All regions employ some professional staff who previously worked for a school system within the region's catchment area.

Exhibit 2.5

Number of Providers Receiving Services (By Program Affiliation): 1998-1999*

Program Affiliation	Regions													
	1&8		2		3		4		5		6&7		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Adult Education/Family Literacy	44	0.8	2	<0.1	0	0	53	2.0	2	<0.1	15	0.4	116	0.5
Early Childhood Special Education	379	6.6	963	22.7	419	20.2	565	21.6	545	17.4	253	7.5	3,124	14.8
Early Intervention	135	2.4	88	2.2	25	1.2	65	2.5	163	5.2	159	4.7	635	3.0
Even Start	39	0.7	0	0	1	<0.1	0	0	4	0.1	8	0.2	52	0.2
General Education	1,909	33.3	514	12.1	275	13.3	69	2.6	379	12.1	668	19.8	3,814	18.0
Head Start	24	0.4	33	0.8	59	1.3	36	1.4	11	0.3	404	12.0	567	2.7
Homeless	30	0.5	1	<0.1	1	<0.1	0	0	0	0	4	0.1	36	0.2
Migrant Education	0	0	1	<0.1	0	0	0	0	0	0	2	0.1	3	<0.1
Occupational Child Care	0	0	1	<0.1	0	0	1	<0.1	0	0	16	0.5	18	0.1
Other	603	10.5	611	14.5	390	18.9	10	0.4	344	11.0	201	6.0	2,159	10.2
Preschool Initiative	30	0.5	2	<0.1	2	<0.1	0	0	5	0.2	62	1.8	101	0.5
School Age Special Education	2,321	40.5	2,018	47.6	936	45.0	1,812	69.4	1,667	53.3	1,465	43.5	10,219	48.3
Title I	186	3.2	5	0.1	3	0.1	0	0	10	0.3	114	3.4	318	1.5
TOTAL**	**5,725**	**99.4**	**4,239**	**100.0**	**2,078**	**100.0**	**2,611**	**100.0**	**3,130**	**100.0**	**3,371**	**100.0**	**21,154**	**100.0**

* Source: 1998-1999 Year End Reports.

** Percent may not equal 100 due to rounding.

Exhibit 2.6

Services Provided by All Regions: 1998-1999*

Type of Service	Regions													
	1&8		2&3		4		5		6		7		All Regions	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
On-site consultation	137	23.5	102	5.8	88	16.9	90	11.1	75	10.5	67	16.1	559	11.7
Off-site consultation	14	2.4	35	2.0	0	0	5	0.6	5	0.7	2	0.5	61	1.3
Phone consultation	21	3.6	72	4.1	18	3.4	13	1.6	19	2.6	15	3.6	158	3.3
Information services	130	22.3	553	31.5	114	21.9	89	11.0	256	35.9	134	32.3	1276	26.6
Information e-mail	4	0.7	24	1.4	4	0.7	15	1.9	17	2.3	5	1.2	69	1.4
Library	98	16.8	567	32.3	193	37.1	499	61.8	211	30.0	133	32.1	1,701	35.5
Linkage consultation	4	0.7	17	1.0	0	0	3	0.4	0	0	1	0.2	25	0.5
Linkage information	7	1.2	40	2.3	4	0.7	8	1.0	13	1.7	3	0.7	75	1.6
Linkage phone	10	1.7	3	0.2	5	0.9	2	0.2	3	0.4	4	1.0	27	0.6
Linkage workshop	1	0.2	89	5.1	1	0.1	1	0.1	1	0.1	0	0	93	1.9
Long-range planning	7	1.2	50	2.8	8	1.5	5	0.6	5	0.7	5	1.2	80	1.7
Presentation	21	3.6	35	0.6	11	3.0	16.5	2.0	14	1.9	4	1.0	101.5	2.1
Referral	4	0.7	11	0.6	0	0	1	0.1	40	5.6	28	6.7	84	1.8
Workshop	124	21.3	158	9.0	72.5	13.9	60.5	7.5	55	11.5	14	3.4	484	10.0
TOTAL**	**582**	**99.9**	**1,756**	**100**	**518.5**	**100.1**	**808**	**99.9**	**714**	**100**	**415**	**100**	**4793.5**	**100**

* Source: 1998-1999 Year End Reports.

** Percent may not equal 100 due to rounding.

3. Methodology

This report documents the results of a program evaluation. As defined by Babbie, (1995), it meets the criteria of a program evaluation due to the fact that the purpose is to evaluate the impact of social interventions and is designed to determine whether intended results were produced. This differs from non-evaluatory research in that the evaluators did not "...search for answers to practical, scientific, or scholarly questions" (Mason & Bramble, 1997, p. 448). Data sources for the evaluation included telephone interviews, document review, site visits, and consumer surveys, each of which is described in detail in this section.

Purpose of the Evaluation

The Virginia Department of Education contracted with the Interdisciplinary Human Development Institute at the University of Kentucky to conduct an evaluation of the T/TAC system. The evaluation has three basic purposes:

1. **Accountability:** Document the T/TACs' activities, costs and effects to date to help state policy makers reach decisions about continuing and expanding the program;

2. **Program improvement**: Determine how the Centers are functioning and identify Center functions and state supports that should be retained, modified or eliminated in future funding cycles; and

3. **Public awareness:** Provide data-based information that can be used at the local, state, and federal levels to communicate about the T/TACs' impact.

Evaluation Questions

The following evaluation questions guided the development of the data collection instruments and activities.

1. What services do T/TACs provide, and to what extent are those services provided within and across T/TAC regions?

2. To what extent, and with what consistency, are the T/TACs' services facilitating long-term systemic change and capacity-building?

3. To what extent are the T/TACs making an impact on the following:

    a. service delivery options for youth with disabilities;

    b. social, educational, and behavioral outcomes of the youth with disabilities;

c. the number of personnel adequately trained to meet the needs of youth with disabilities;

d. policies and guidelines that increase the effectiveness and appropriateness of services for youth with disabilities;

e. the number of families empowered to participate fully in their child's education?✣

4. To what extent are the T/TACs' services meeting the needs of the school districts and personnel to serve students with disabilities?

5. To what extent are the T/TACs' services meeting the needs of the school districts and personnel to serve students who are at-risk for school failure?

6. What factors hinder or facilitate the extent to which the T/TACs function?

7. How can the T/TACs be refined to maximize services to the intended population?

Evaluation Design

Technical assistance is an integral component in building the capacity of educational systems to create and sustain systematic change. Despite the importance of technical assistance, the evaluation of technical services programs has not received much attention. Over the last four decades many evaluators have sought ways to create and sustain change. For example, it has been learned that intended program goals are, at best, an end product of program development and a sequence of processes. Traditional evaluations often fall short of providing data needed to make policy and program decisions. Accordingly, in this evaluation of the Virginia T/TAC system, the focus was on the following:

- Initial intended technical assistance practices and strategies as envisioned by the program designers (e.g., the redesigned T/TAC RFP);
- Current practices and strategies implemented by the T/TAC staffs; and
- The degree of relationship between the implemented practices and strategies and those intended.

✣ Although T/TACs are not charged directly with empowering families to fully participate in their child's education, it was suggested by stakeholders that T/TAC services to personnel may indirectly produce increased family involvement. Both research and federal special education legislation cite the positive aspects of encouraging and empowering parents to participate, as members of the IEP or IFSP teams, in their child's educational program. Therefore the evaluators addressed data collection around family participation.

The evaluation design incorporated active involvement of the appropriate stakeholders, which was critical in creating positive relationships and gathering appropriate data within the context of Virginia and the T/TACs. Active stakeholder involvement also helped ensure that evaluation findings would inform the strategies, policies, and goals of the T/TACs in the next two years.

Data Collection Activities

Program evaluations have increasingly emphasized pragmatic evaluation strategies that integrate and use both quantitative and qualitative data collection methods (Green, Caracelli, & Graham, 1989). The main advantage of this integration is its triangulation of data. Triangulation involves redundant measurement of the same phenomenon through two or more independent measurement routes, or multiple sources of evidence (Yin, 1994). Using multiple sources addresses a broader range of historical, attitudinal, and behavioral issues than would be possible with only a single source of evidence (e.g., surveys). More important, triangulation provides the greatest amount of information about the enacted practices central to the evaluation, and facilitates the development of converging lines of inquiry (Yin, 1994). Instruments were designed to ensure that data were collected systematically and efficiently, thereby, reducing disruption to schools.

Data sources for this evaluation included the following, each of which is described in detail:

- **Telephone interviews** with each project director or principal investigator and often several members of the staff;
- **Document review** of proposals and first and second year annual reports;
- **Site visits** to each T/TAC to conduct more in-depth interviews with T/TAC staff; review relevant documentation; and visit local school divisions or schools receiving TA services. During the site visit, face-to-face interviews were also conducted with both special education and general education teachers, related service professionals, and school division and school-based administrators; and
- **Surveys** to 2,210 professionals in Virginia to ascertain their awareness of and satisfaction with the T/TACs' TA, and the impact of the TA services.

Telephone Interviews

Data collection. In the summer of 1998, the evaluation team conducted telephone interviews with the Project Directors of all the T/TACs. The interviews focused on demographics of the regions, T/TAC staffing, primary activities and services, collaboration

efforts, capacity-building efforts and challenges in providing technical assistance in the regions. A sample of the telephone protocol is in Appendix A.

Data analysis. Data obtained during the telephone interviews provided background information about the regions and the services provided, and guided the development of the site visit itineraries. Information obtained from the interviews with T/TAC staff members was also used to provide structure for the "Consumer Survey."

Document Review

Data collection. The staff members of each T/TAC region prepared several documents during the first two years of operation, including: the Initial Proposal for Funding (1996), 1997 Year End Report (1997), 1998 Year End Report (1998), and a Continued Funding Proposal (1998). These documents reported the services provided by the individual T/TACs and included information regarding budgets, staffing, goals, and success stories.

Data analysis. After reviewing all documents, the evaluation team created a summary of the information for each region. Information obtained from T/TAC documents was combined with data from the telephone interviews to provide structure for the "Consumer Survey" and regional site visit itineraries.

Site Visit

Data collection. During the course of the evaluation, the evaluation team conducted site visits to all T/TAC regions; team members spent a week in each consortium. Exhibit 3.1 displays the dates of each site visit, the number of school districts visited during each visit, and the evaluation team members who participated in the site visit.

Exhibit 3.1

Site Visit Data Across All Regions

Region	Dates of Visit	Number of School Districts Visited	Evaluation Team Participants
Regions 6&7: Virginia Polytechnic Institute and Radford University †	October 25-29, 1998	7 of 25 (28%)	Kathy Zantal-Wiener, Margaret Fee Quintero
Region 5: James Madison University	November 30-December 2, 1998	9 of 21 (42.9%)	Kathy Zantal-Wiener, Christie Lutzer
Region 4: George Mason University	December 2-4, 1998	5 of 20 (25%)	Kathy Zantal-Wiener, Christie Lutzer
Regions 1&8: Virginia Commonwealth University and Brunswick County Schools †	January 26-29, 1999	9 of 26 (34.62%)	Kathy Zantal-Wiener, Christina Waddell, Christie Lutzer
Region 2&3: Old Dominion University and College of William and Mary	March 22-26, 1999	11 of 32 (34.4%)	Kathy Zantal-Wiener, Tiffany Mushegan, Christina Waddell

† Regions participating in the pilot expansion to at-risk children.

The procedure for arranging and executing the site visits emerged throughout the course of the evaluation. The evaluation team learned from the experiences of previous site visits when arranging future site visits. By the time the final site visit was conducted, the procedure was as follows.

1. Approximately two months before each site visit, a pre-site visit planning conference call was made to the regional contact persons by the evaluation team (this presentation was conducted in person at the Region 4 T/TAC due to their proximity to the Senior Evaluator's residence). T/TAC staff members were given a document outlining the purpose of the evaluation and the evaluation questions. Criteria for site selection also were discussed with T/TAC staff members. T/TAC staff members suggested sites for the Evaluation Team to visit. Site visit site selection criteria included:

    - Sites engaged in long-term planning initiatives;
    - Sites representing a variety of T/TAC services;
    - Interviews with personnel directly involved with children with disabilities;
    - Interviews and observations in the schools served by T/TAC;
    - Geographic distribution throughout the region/ consortium; and
    - A variety of grade levels and disabilities served by the T/TAC.

2. With the exception of Region 4, the evaluation team reviewed the itinerary a week before the scheduled site visit. Suggestions for revision were discussed and made at this time. The evaluation team did not have an opportunity to review the Region 4 itinerary until the day the site visit began.

3. Exhibit 3.2 displays the number of persons interviewed by professional role during each site visit. During the interviews, direct TA recipients could address the extent and quality of their interactions with T/TACs. Additionally, the visit created the opportunity for the evaluation team to meet with the T/TAC staff for more in-depth discussions of services provided. Interviews focused on how TA provided benefited teachers, students, or families and how instructional practices and policies changed. Confidentiality was guaranteed to all interviewees. Data from telephone interviews, document review, and interviews with VDOE staff were used to develop the site visit protocol (Appendix B).

Exhibit 3.2

Number and Type of Persons Interviewed During Site Visit*

Professional Role	Regions				
	1&8	2&3	4	5	6&7
Early Intervention Specialist				2	
General Education Teacher		3			7
Instructional Specialist		1			
Occupational Therapist	1		1		
Other Specialist	1	4	1		
Paraprofessional		2			1
Parent		1			1
Parent Advocate			1		
Advisory Team Members	12				
Related Services Personnel		3		1	4
School Administrator	5	4		2	3
Special Education Teacher	4	10	7	8	9
Special Education Coordinator/Director	2	5	5	6	8
Speech Language Pathologist	3		2		
State Operated Program Director	1				
Title I Teacher	4				2
Technology Specialist		2		1	
Transition Specialist	2		1		
Total	**35**	**35**	**18**	**20**	**35**

*Does not include T/TAC staff.

4. Approximately six weeks after the site visit, a debriefing conference call provided T/TAC staff with preliminary findings from the site visits. Participants included the evaluation team (senior evaluator, project coordinator, research assistants, and principal investigator), Dr. Patricia Abrams of the VDOE, and T/TAC staff.

Data analysis. With the exception of the site visit to Regions 6&7, interview data were tape recorded with participant's permission. Evaluators transcribed the interviews to analyze the data and identify emergent themes. In Regions 6&7 the evaluators took extensive notes during the interviews. Site visit data were coded using a cross-sectional or categorical indexing method, allowing the evaluators to apply a uniform set of categories in a systematic and consistent manner (Mason, 1996). The categories for this evaluation were initially derived by examining themes that emerged from interview transcripts. The development of categories is an evolving process (Glesne & Peshkin, 1992); therefore, the original categories were refined and subcategorized throughout the coding process. "When working with data gathered through qualitative inquiry, each major code should identify a concept, a central idea" (Glesne & Peshkin, 1992, p. 134).

Each category identified relevant themes to the evaluation. Three members of the evaluation team systematically read and coded each transcript individually. The transcripts were reviewed, and any discrepancy in codes were reconciled by all three evaluators. This served to increase the reliability of the coding method.

There are several reasons for using this analysis method. Mason notes, "The function of the categories is to focus and organize the retrieval of sections of text, or elements of data, for the purpose of some further analysis or manipulation" (1996, p.111). Since the data are text based (i.e., transcribed interviews), a method of analysis that would yield major themes relevant to the evaluation was necessary. Coding the data provided a systematic overview of the coverage and scope of the data. In addition, coding simplified the location and retrieval of issues, topics, information, examples, and themes that did not appear in an orderly and sequential manner in the data/transcripts. A table was developed for each region which clearly displayed coded transcript excerpts under the appropriate theme. The categorization helped the evaluation team to a) organize data (i.e., major themes in the reporting format); b) decide what information was relevant, and what was not, and c) develop explanations and arguments (Mason, 1996).

Consumer Survey

Data collection. A survey, created by the evaluation team, was reviewed by staff at the Survey Research Center (SRC) at the University of Kentucky, directed by Dr. Ron Langley. The survey was sent to 2,210 general and special education teachers, administrators, related service personnel, and other persons in all regions during February, 1999. Survey respondents were randomly selected based on percentage of total population for all regions from mailing lists used by T/TAC staff to disseminate newsletters and other mailings to TA recipients. The evaluation team did not have information about the professional role of persons on each T/TAC mailing list; therefore, the types of professionals receiving the survey were not known or tracked. In addition to the randomly selected sample population, surveys were sent to all special education directors in the Commonwealth and Title I coordinators in the regions (1&8 and 6&7) participating in the pilot expansion to children at-risk for school failure.

The survey sample for Regions 6&7 was determined differently than for other regions. Mailing lists for Region 6&7 contained only professional titles (e.g., teacher, coordinator, not many names). After consultation with the T/TAC and VDOE staffs, evaluation team, and representatives from the SRC, it was determined that: 1) the list would not yield an adequate response rate, and 2) names of all special education and Title I personnel would be requested from the special education directors and Title I coordinators in each district in Regions 6&7. Lists were received from 28 of the 34 special education directors and 26 of the 34 Title I coordinators.

The total number of labels in all regions were counted and a percentage of names from each region was determined by dividing the number of regional labels by the total number of labels across all regions. This percentage was then multiplied by 2000 (the predetermined survey sample) to determine the number of surveys to be sent to each T/TAC region.

Survey questions focused on perceptions of services provided by the T/TAC staff and included questions about both special education and pilot expansion program services. The same survey was sent to all regions. However, half of the T/TAC regions are not currently involved in the pilot expansion to at-risk children. Appendix C contains the survey and Appendix D contains the data tabulations for each question.

There was a 51.3% overall response rate. Exhibit 3.3 displays the survey response rate for each region, while Exhibit 3.4 depicts the respondents by profession. Fifty percent of those responding were special education teachers. Since surveys to special education directors and Title I coordinators were sent out as a group rather than by region, there is no information about their responses by regional affiliation. Out of all the groups surveyed, this group had the highest response rate.

Exhibit 3.3

Survey Response Rate by Region

Region	Number of Surveys Mailed	Number of Surveys Returned	Response Rate %
Regions 1&8: Virginia Commonwealth University and Brunswick County Schools †	510	200	39.2
Region 2&3: Old Dominion University and College of William and Mary	604	263	43.5
Region 4: George Mason University	227	92	40.5
Region 5: James Madison University	158	97	61.4
Regions 6&7: Virginia Polytechnic Institute and Radford University †	499	218	43.7
Special Education Directors and Title I Coordinators	212	144	67.9
Overall	2,210	1014	51.3

† Regions participating in the pilot expansion program to at-risk children.

Exhibit 3.4
Professional Role and Percent of Survey Respondents

Professional Role	Regions													
	1 & 8		2 & 3		4		5		6 & 7		No Region Specified		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Administrator of a State Operated Program	2	(1.0)	1	(0.4)	0	(0.0)	1	(1.0)	1	(0.5)	0	0	5	0.5
General Education Teacher	4	(2.0)	7	(2.7)	3	(3.3)	1	(1.0)	2	(0.9)	0	0	17	1.7
Local Special Education Division Director	3	(1.5)	6	(2.3)	4	(4.3)	1	(1.0)	5	(2.3)	112	77.8	131	12.9
Other	29	(14.5)	42	(16.0)	17	(18.5)	10	(10.3)	36	(16.5)	0	0	134	13.2
Parent	1	(0.5)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	0	1	<0.1
Related Service Provider	20	(10.0)	12	(4.6)	15	(16.3)	10	(10.3)	13	(6.0)	0	0	70	6.9
School-based Administrator	11	(5.5)	34	(12.9)	11	(12.0)	5	(5.2)	17	(7.8)	0	0	78	7.7
Special Education Teacher	124	(62.0)	154	(58.6)	41	(44.6)	68	(70.1)	120	(55.0)	0	0	507	50.0
Teacher in a State Operated Program	0	(0.0)	5	(1.9)	0	(0.0)	1	(1.0)	1	(0.5)	0	0	7	0.7
Title I Coordinator	0	(0.0)	0	(0.0)	1	(1.1)	0	(0.0)	0	(0.0)	32	22.2	33	3.3
Title I Teacher	4	(2.0)	0	(0.0)	0	(0.0)	0	(0.0)	21	(9.7)	0	0	25	2.5
Blank	2	(1.0)	2	(0.8)	0	(0.0)	0	(0.0)	2	(0.9)	0	0	6	0.6
TOTAL*	200	(100.0)	263	(100.2)	92	(100.1)	97	(99.9)	218	(100.1)	144	(100.0)	1014	(100.0)

*Percent may not equal 100 due to rounding.

Data analysis. Surveys were administered and analyzed by the Survey Research Center at the University of Kentucky and results were given to the evaluation team for interpretation. Throughout this report, survey data are reported using valid percents due to the increased potential for missing responses as a result of the random sample method. A valid percent excludes the "Don't Know," "Not Applicable" and missing responses, and recalculates the percentages based on the remaining responses (Babbie, 1995). Careful consideration was given to "Don't Know" and "Not Applicable" responses; however, valid percents were used to give a more accurate portrayal of TA recipients' perception of services provided. It was assumed that survey respondents who rated a particular item (i.e., other than providing a response of "Don't Know", "Not Applicable", or blank) were aware of the T/TAC and had perhaps received TA services.

Advisory Panel

The evaluation team received guidance for the conduct of the evaluation from an advisory panel consisting of: Dr. Pat Ceperley, AEL, Inc.; Dr. Marie Spriggs Jones, independent consultant; Dr. John McLaughlin, independent consultant; and Dr. Ken Olsen, MidSouth Regional Resource Center. The role of the advisory panel included:

- helping the evaluation team to define the focus of the evaluation;
- aiding in the development of the logic model which was used to develop the evaluation questions;
- providing feedback regarding methodological aspects of the evaluation such as how the survey and site visits should be conducted; and
- editing regional case studies to help determine whether the findings match up with the goals of the evaluation.

Limitations of the Evaluation

As with all evaluation designs, there are inherent threats and limitations to consider when drawing conclusions based on the data gathered. When possible, specific measures were taken to address these threats and limitations to ensure accuracy of data collection and analysis. Specific limitations and measures taken to address them are outlined below.

First, in each T/TAC region, T/TAC staff selected and organized site visits based on a list of general criteria (i.e., interview personnel directly involved with children with disabilities, interview and observe in the schools served by T/TAC, etc.) established by the evaluation team. Thus, each T/TAC had discretion about which sites were visited.

Second, the survey which assessed the quality and satisfaction levels of T/TAC services was mailed to random recipients of the T/TAC newsletters. Some people who received the

survey may never have used other T/TAC services. This could lead a greater percentage of respondents to indicate that they had no opinion on services (i.e., giving "Don't Know" or "Not Applicable" responses). This percentage may be even higher in Regions 6&7 since the survey sample in those regions was drawn from random lists of special education teachers and teachers eligible for services through the pilot expansion program who may have never even received a T/TAC newsletter.

An additional limitation of the survey is that randomization may result in under-representation of some professional groups in the survey data. For example, while the 1997-1998 Year End Report data show that the T/TACs served 2106 general education teachers, only 18 general education teachers returned a survey. This is not an accurate representation of the impact of T/TAC services throughout the Commonwealth.

Finally, ethnographic methods create additional limitations. Data presented in Section Four (Use and Impact of T/TAC Services) are reported through the subjective interpretation of the evaluation team. Therefore, subjectivity is an inherent limitation in qualitative research and there are no guarantees that individual evaluation team members were not influenced by past experiences or personal interests and values (Glesne & Peshkin, 1992). To assist in reducing this threat, multiple parties participated in each phase of the analysis process, using consensus building to maintain integrity throughout analysis.

4. Use and Impact of T/TAC Services

This section will discuss the use and impact of T/TAC services on professionals, students with disabilities, and families. Various methods were utilized to gather information about the impacts and perceptions of T/TAC services. As discussed in Section Three, the purpose for using a variety of methods is to triangulate results and to ensure the accuracy of report findings. From the data, the following themes emerged, each of which are discussed below:

- Impact of services on professionals working with youth with disabilities;
- Impact of services on youth with disabilities;
- Impact of services on families of youth with disabilities✠;
- TA recipients' perceptions of services provided;
- T/TAC staff member's perceptions of VDOE support; and
- Impact of the pilot expansion program on youth at-risk for school failure.

Impact on Professionals

Professionals receiving T/TAC services reported the following impacts:

- Deepened knowledge of characteristics of youth with disabilities;
- Increased access to and availability of materials;
- Increased knowledge and use of curriculum materials;
- Increased knowledge and use of research-based instructional strategies;
- Deepened knowledge of assessment strategies;
- Increased collaboration with other professionals; and
- Received reinforcement or support for continued implementation of skills and strategies.

✠ Although T/TACs are not charged directly with empowering families to fully participate in their child's education, it was suggested by stakeholders that T/TAC services to personnel may indirectly produce increased family involvement. Both research and federal special education legislation cite the positive aspects of encouraging and empowering parents to participate, as members of the IEP or IFSP teams, in their child's educational program. Therefore, the evaluators addressed data collection around family participation.

Deepened Knowledge of Characteristics of Youth with Disabilities

The T/TAC staffs' knowledge and experience is integral to expanding TA recipients' understanding and knowledge of youth with disabilities. Survey respondents agree, 89% of whom felt that T/TAC specialists do a 'good' or 'excellent' job of providing services that increased the knowledge and skills of special education professionals and related services personnel. A slightly lower percentage of survey respondents, 73.8%, rated the T/TAC specialists as 'good' or 'excellent' in increasing the knowledge and skills of general education professionals to accommodate youth with disabilities in their classrooms.

There is a wide variety of information and expertise available through the T/TACs. Of the survey respondents, 88.7% 'strongly' or 'somewhat agree' that T/TAC provides the technical assistance necessary to increase their knowledge and skills. One member of a council facilitated by T/TAC staff in Regions 2&3 said of the T/TAC staff, "The staff is very grounded in all issues. They are good at blending social, emotional, and educational aspects." A special education teacher in the Virginia Commonwealth University consortium expressed appreciation about the scope of the T/TAC staff's knowledge saying:

> They seem to be spanning a wider spectrum. Instead of dealing with just one special population, they seem to be trying to represent all the special populations. It doesn't matter if I'm calling for something that is an autistic situation or a behavior situation or preschool handicapped or somebody doing transition at the high school. They seem to have it all now.

A special education director in Region 5 agreed saying, "It's one-stop shopping! You don't have to call a different place for a different problem. You call people that you know and they can call on whoever handles that specific area." Administrators also realize that T/TAC assistance serves a valuable purpose because, as one special education director served by Region 4 acknowledged, T/TAC services supplement the district's resources: "[the school district] can't give such specific information about low incident needs... Training sessions are beneficial when we meet with teachers from other districts."

T/TAC specialists provide expertise which helps increase the TA recipients' knowledge and understanding of characteristics of youth with disabilities. For instance, workshop participants engaged in simulation activities to experience what it is like to be a child with a disability. A participant from Region 4 described such a session:

> They gave us tasks to do such as putting puzzles together without talking to one another. It was funny because you had to communicate and move and share things, but couldn't talk. It taught us what it was like for children who couldn't talk.

T/TAC staff members deepen the knowledge of TA recipients in three ways: conducting workshops and inservices, providing individual consultations, and performing information searches. Teachers, administrators, and related service professionals from all regions spoke

about the generalizability of workshop content. Interviewees related that they frequently attended workshops or participated on an in-school team with one specific child in mind. However, once involved in the activity, they were surprised to realize that other students, with and without disabilities, have similar needs. Moreover, they quickly discovered that the skills and strategies learned could be used with several children.

Most T/TAC workshops and consultations place emphasis on increasing professionals' knowledge of the characteristics and academic, social, and behavioral needs of students with disabilities. For example, several T/TAC regions conducted workshops or inservices focusing on learning styles of students with disabilities. The William & Mary T/TAC staff conducted a school inservice for a middle school inclusion team, during which information about children's learning styles was taught. One participating teacher said, "We've learned to understand that some students need extra time in their lessons or doing their work. Other students may need more one-on-one attention even if they're not labeled [as needing special education services]."

During the 1998-1999 school year, the staff of the Regions 1&8 T/TAC held two workshops that provided teaching strategies to assist children with learning disabilities in meeting the Standards of Learning (SOL) requirements. One workshop focused on making accommodations for students with learning disabilities and the other was about implementing the SOL. One principal commented that the strategies taught in these workshops were particularly helpful to all the teachers in his school.

To help teachers address the behavioral needs of children with disabilities, every T/TAC region presented information through workshops and consultations on developing Positive Behavioral Support (PBS) plans. In Regions 5 and Regions 1&8, a team consisting of a special educator, a general educator and a school based administrator attended regularly scheduled PBS workshops and then worked together to develop their own PBS plans with T/TAC guidance.

Other T/TAC regions provide PBS support through individual consultations and assume a greater role in developing a PBS plan. For example, the T/TAC staff in Regions 6&7 responded to a request on behalf of an elementary-age boy who was not progressing academically and exhibited inappropriate behaviors such as hitting, kicking, and throwing objects. The consultation began by determining why the boy displayed such behavior. T/TAC staff developed a PBS plan for the teacher to use in the class management, which included a crisis plan for handling future behaviors, a modified schedule, and academic accommodations. The child's teacher spoke about the behavior plan: "PBS encourages an attitude of prevention when dealing with behaviors rather than on reactions and punishment." Additionally, with T/TAC specialist's assistance, the school requested and was granted a paraprofessional position to support the child throughout the day. According to teachers, the child's inappropriate behavior decreased to one incident in the first two months of school. The child also won the Principal's Award for Conduct.

Often times, understanding the characteristics and needs of students with disabilities is the first step in creating change in a school or district. For example, through a school-wide workshop in Regions 6&7, teachers first learned and practiced positive behaviors for working as a team to develop a school-wide approach to dealing with inappropriate behaviors. The teams

increased their meeting facilitation skills through agenda planning, brainstorming strategies, and managing complex change (such as approaching discipline in a different light). Team members also developed a school-wide vision, skills matrix, resources, and incentives for supporting both the school staff and students. T/TAC specialists helped teachers refocus their attention from the poor behaviors to designing supports for students. Teachers report that the changes increased students' social interaction among peers with and without disabilities.

Professionals in all T/TAC regions appreciate the knowledge T/TAC specialists convey during individual consultations. Of the survey respondents, 86.7% rated the quality of consultations and technical assistance for a child as 'excellent' or 'good.' A special education teacher in Region 5 felt that she and other professionals at her school learned so much during T/TAC consultations that she requested a number of consultations on a wide variety of topics. The consultation topics included behavior management, feeding issues, communication, positioning, and incorporating children with severe and profound disabilities and with low cognitive and motor ability in a classroom of children with high activity levels. She was glad that T/TAC specialists included every available professional and paraprofessional working with the child in the team consultation. T/TAC specialists in every region also invite parents to be part of the consultation team. The team format during a consultation facilitates dissemination of information to more individuals. Although each consultation may target only one aspect of a child's program, each team member is able to focus on the information relevant to his or her specialty.

T/TAC staff frequently conduct information searches about disabilities or characteristics of youth with disabilities. While all regions offer information searches, staff in Region 5 have enjoyed great success in making TA recipients aware of this service through a newsletter published five times each year. During the site visit to Region 5, several TA recipients expressed their appreciation for this service:

- One TA recipient learned about T/TAC searches through the newsletter and was pleased with the results of a search about a rare genetic syndrome. "The newsletter said that T/TAC has graduate assistants to do information searches. So I called them and about a week later, I received a binder with information about that specific syndrome."

- A special education teacher said, "I don't hesitate to call and ask them to do a search of a specific disorder, disability or problem that I'm having."

- Another special education teacher was delighted with the variety of information she received when she requested a search about autism. "They sent me articles, software and a bibliography of materials."

Increased Access to and Availability of Materials

One of the most convenient and frequently accessed services that the T/TACs provide is the lending library. The lending libraries contain books, videotapes, curricular materials,

computer software/hardware, and assistive technology (AT) equipment. When T/TAC staff members lend materials to a person, a return envelope is included with postage so that the individual can return items, without cost, to the T/TAC office via mail, not in person. Both teachers and parents are able to use the equipment on a trial basis to determine it's usefulness for a classroom, one student, or a group of students.

Professionals across all regions praised the merits of the T/TAC libraries. According to survey results, 89.3% of respondents rated the quality of the lending library and materials as 'excellent' or 'good' and 94.4% 'strongly' or 'somewhat agreed' that the T/TACs maintain libraries with state-of-the-art information and technology. Additionally, in open ended survey responses, 11.7% survey respondents commented that one of the 'major strengths of the T/TAC' is that they provide access to resources and a lending library. A Special Education Director in Region 5 said, "There is so much information in special education that the T/TAC can't possibly know everything. But, they do know where to find it. There is nothing I have asked for that they haven't been able to provide."

A technology specialist in Regions 2&3 said, "Their library is so extensive, I didn't have to purchase books about how to set up our program with best practices." A special education teacher served by Regions 1&8 said, "Whenever we have a problem, we feel free to visit the library or ask [T/TAC staff] about a particular issue, and they refer us to whatever resources they have in their library."

Some T/TACs make the centralized libraries more accessible to rural or distant TA recipients by bringing relevant items to workshops or consultations. A teacher in Region 8 said that T/TAC staff helped her select materials for enhancing the reading curriculum. "They brought out things from the library that we could look through." T/TAC staff provided the teacher with materials that included reading kits, stories on tape, and game boards. One teacher served by the Regions 2&3 T/TACs said:

> They brought resources to our meeting. They had a whole table set up and we could check out anything. They also had a list of other things we could check out. We checked out the books we needed, used them, and then mailed them back.

According to survey results, 91.1% 'strongly' or 'somewhat agreed' that the T/TACs provided equipment that assists a specific child or group of children. An Assistive Technology (AT) team borrowed equipment from the T/TAC at Old Dominion University during the start-up phase: "We borrowed the Picture Exchange Communication System (PECS). They had the whole manual, the notebooks and everything. I was able to set up a student without waiting for the budget to clear." Using the borrowed equipment helps AT teams make more informed decisions when recommending technology for a specific child.

T/TACs provide "loaner" equipment so that professionals may use assistive technology devices with a child to determine if the device will meet the child's needs. Teachers and administrators appreciate the opportunity to test the equipment before buying it. They also feel

that experimental testing with the equipment increases their credibility when they make purchase requests. One special education teacher in Region 4 said, "I was able to test out a Cheaptalk™, which we later purchased for the classroom." Another professional served by Regions 1&8 said, "Seeing the equipment before you decide what you want to purchase is always nice and they've given us the range from low technology to high technology."

One school, considering purchasing an expensive piece of assistive equipment, consulted the T/TAC in at William & Mary before making a purchase. A T/TAC specialist suggested a less expensive device that was equally effective for the child. As a result the school saved a considerable amount of money. One special education teacher in Region 5 said, "It's a great selling point. I can say, 'The child's using it right now and we're seeing success.' versus, 'I'd really like to try this new piece of equipment because I think it might work.'" A special education preschool teacher served by Regions 1&8 said, "It's really nice to be able to look at things before we spend the money, and know that it's something that's really going to be valuable."

The T/TAC lending library not only saves schools time and money, but it also increases access to general education classrooms for children with disabilities. A teacher served by Regions 6&7 said, "Prior to the T/TAC helping us, we were using cardboard as a communication device. With the new technology (Prowriter™), the child can now interact with his peers, socially and academically." Staff at the Old Dominion University T/TAC helped a child with cerebral palsy gain access to a general education classroom with the aid of equipment borrowed from the T/TAC. Teachers learned how to use the equipment and which instructional strategies were appropriate for the child. The Intellikeys™, borrowed from the T/TAC, enabled the child to participate fully in the class and write all his assignments on the computer.

Increased Knowledge and Use of Curriculum Materials

T/TAC staff use several methods to inform and teach TA recipients about useful curriculum materials. One such vehicle is the newsletter. Every T/TAC region disseminates a newsletter containing information about upcoming trainings and topical articles to personnel working with children with special needs and those at-risk for school failure. Many regions include information about new assistive technology devices, books and curriculum materials available through the T/TAC lending library. Site visit interviewees in Regions 4 and 5 praised the newsletter as being very informative and graphically pleasing. Many TA recipients throughout the Commonwealth suggested that T/TAC newsletters may be one of T/TACs strongest outreach efforts. Ninety-four percent of survey respondents rated this T/TAC service as 'excellent' or 'good.' In many regions, the newsletter informs recipients of materials available through the lending library. Borrowing materials from the lending library is a frequent and useful practice for many professionals throughout the Commonwealth.

T/TAC lending libraries help school systems and personnel wanting to incorporate assistive technology equipment into the classroom. T/TAC staff members throughout the Commonwealth use these materials to train teachers and other related service personnel on how to use equipment like the Intellikeys™ system and Boardmaker™. At one school served by the T/TAC at Old Dominion University, a T/TAC specialist trained the teacher, paraprofessional and

technology specialist on how to use the Intellikeys™ keyboard and helped customize it for the child. The school technology specialist said, "Teachers come to this workshop to learn about equipment like Intellikeys™, Pro-Writer™, and Talk Aloud™. T/TAC demonstrates technology so teachers will know what is available when the kids need it."

T/TAC staff in Regions 1&8, 4, and 5 initiated long-term training initiatives for teams of school personnel, and regularly update the teams about new devices. This continuous and sustained training enables AT team members to stay current on available materials. In Region 5, the more experienced AT teams train newer AT teams by sharing success stories as well as the knowledge and experience they gained from working as a team. Through these team-based trainings, professionals learn how to conduct assessments to determine what technology device is most appropriate for the needs of a child. Professionals learn how to work together, each contributing their own knowledge and expertise to the assessment. One outcome of the AT trainings is that schools build an infrastructure and knowledge about AT needs rather than relying on outside consultants. In rating their perceptions of how T/TAC has promoted technology use throughout the local school division, 84.7% of survey respondents said that T/TAC had done an 'excellent' or 'good' job. While T/TAC consultants remain available to assist an AT team, one AT team member in Region 4 said, "[The T/TAC specialist] said, 'You haven't called me yet this year to come out. That's good!' I think it means we're getting better at doing these assessments on our own!"

T/TAC staff increase access for both professionals and students to equipment and material not available in the school or within the local school district. Technological equipment and materials range from high- to low-tech. In regions where AT teams are not trained, technology use is facilitated through the technology specialist on the T/TAC staff. The specialist observes the child and assists the professional to conduct an informal technology assessment of the child's communication and assistive technology needs. For example, in a rural area of Regions 6&7, teachers attended assistive technology workshops and learned how to incorporate assistive technology into the child's Individualized Education Plan (IEP). One teacher stated, "We learned how to make our own devices with what was available. They also taught us how to make the most out of one piece of equipment."

T/TAC specialists also use workshops and consultations to increase awareness of other curriculum strategies. For example, in Region 4, the T/TAC staff conducted a series of four workshops on 'Integrated Placement Options for Preschoolers (IPOP).' A preschool coordinator who attended the IPOP workshop series recalled how teachers implemented the information learned at these training sessions. "Now when I go into the classrooms, I see lots of changes in the classroom environment, schedule, and positive behavior management – all suggestions offered at that training. There are picture schedules on the walls and appropriate schedules for the day."

In addition to regularly scheduled T/TAC workshops, a school system can request a workshop or inservice on a topic of interest. Often, requested workshops are one-time training sessions, and other times they lead to longer-term assistance. For example a parent from a school district in Region 4 requested that the child's teachers learn techniques used to teach young

children at the Maryland School for the Deaf. T/TAC staff arranged for the child's teachers to visit the school and observe the techniques. Following the observation, the teachers requested additional training. T/TAC staff arranged for a teacher from the Maryland School for the Deaf to train the teachers at the child's school. The workshop was open to the parents as well. Although the teachers felt that the strategies were similar to those they were using, the parents appreciated that additional strategies, specifically designed for the deaf, were available to the teachers.

In another example, a school system in Region 4 revamped their IEP forms and requested that a T/TAC consultant train the teachers on how to complete the forms. The special education director who arranged the inservice explained:

> I did an inservice in January for the special education teachers on the new forms but they didn't understand how to plan the annual goals and benchmarks and how to complete the program support section among other things. We arranged a series of inservices through T/TAC. [The consultant] conducted one inservice at each of our three campuses but each inservice only led to more questions. She cheerfully agreed to return. I don't know how many sessions she actually conducted, but she went to the schools and worked with the special education teachers in each building until they understood each form. It gave them more confidence in filling out those forms.

Through individual consultations, T/TAC staff provided professionals with information on promising practices. T/TAC specialists in all regions conducted trainings and consultations on communication strategies such as the Picture Exchange Communication System (PECS). A teacher in Region 8 recalled a consultation for a child with autism. The T/TAC specialist observed the child, modeled the picture exchange techniques, and then wrote up strategies for the teachers and parents to use with the child. The teacher has since used the PECS techniques with other children with autism. One child, whose family has limited English, uses the PECS techniques in a simplified manner at home. The T/TAC specialist returned to observe the following school year to confirm that the teacher was still implementing the techniques correctly.

T/TAC staff also increase TA recipients' use of curriculum materials by making materials to give to teachers and related service providers. One survey respondent from Regions 1&8 wrote about how a T/TAC representative spent two days at a school helping to modify a curriculum for children who were learning at a slower pace than their peers. During that time, the T/TAC staff member made word cards and manipulatives and introduced teachers to recorded books. A special education teacher in Region 4 said that during a consultation regarding two non-verbal children with mental retardation, she and the consultant: "developed some programs that helped [the children] overcome their difficulties. We put together picture schedules, and developed a more structured routine for one boy to follow. Finally, we developed a rewards and consequences plan." Teachers who attended T/TAC workshops and consultations frequently mentioned that they have more strategies available in their "bag of tricks" as a result of T/TAC assistance.

Increased Knowledge and Use of Research-Based Instructional Strategies

One of the T/TACs' primary purposes is to enhance the professionals' knowledge base and provide promising practice information about classroom strategies. In Consumer Survey responses, 88.4% of respondents rated T/TAC services that provided promising practice information as 'good' or 'excellent.' Additionally, 89.8% of respondents 'strongly' or 'somewhat agreed' that T/TAC had disseminated information about promising practices.

Curricular development. One way T/TAC staff members inform TA recipients of promising practices is by assisting school systems in the development and revision of curricula. In Region 4, T/TAC staff facilitated the development of a K-12 curriculum for students with mild disabilities. The special education director said:

> We started by thinking about what we wanted the students to know and do when they graduate from high school. We then worked backwards, deciding where to build goals into the curriculum and what precursors are necessary to teach those goals. A T/TAC consultant worked with us on that curriculum for one year.

The T/TAC staff in Region 5 helped a district design a post-high school program. The special education director felt that T/TAC assistance helped to increase the teachers' awareness of how to meet students' needs:

> I think [the teachers] are more oriented towards what kinds of skills need to be taught in the classroom to prepare these students for transition into the community. They are more aware of what is available in the community for these students.

A transition specialist reported that T/TAC staff in Regions 1&8 provided many "material resources" as he adapted a "Life-Centered Skills" curriculum to meet the students' needs. The curriculum focused on job hunting skills, checking accounts, rooming with another person, getting along with others, and respect for the law. As a result of the revisions, the transition specialist felt that the number of students motivated to find a job following high school has increased.

IEP goals. T/TAC specialists taught teachers how to write effective IEP goals using promising practice guidelines. For example, through a T/TAC consultation, a special education teacher in Region 4 learned how to align IEP goals with a child's interests. She talked about her new strategy for writing IEP goals by describing a goal she wrote for one child with mental retardation:

> He likes anything mechanical – anything that moves or makes noises. So if the goal was sorting colors, he moved his toy airplane up the red runway or the blue runway. Instead of fighting him, I incorporated his interests into the goals to be achieved.

Another special education teacher in Region 4 felt that an IEP workshop increased her awareness of the law and how to better interpret IEPs. Before the training session, she developed IEP goals only from her frame of reference; now she uses information from all the professionals serving the child.

A speech pathologist in Region 4 also indicated that the AT team, of which she is a part, learned about Interdisciplinary Teaming during an AT workshop. She said:

> Before the AT training, we approached each request within our own discipline. I didn't ask the OT anything, I didn't ask the vision specialist if the child could see, or the hearing specialist if the child could hear. We each did our own assessment and if there was a problem, we came back later. We now work together to assess the child.

Other T/TAC regions also emphasize promising practice information when presenting information about IEPs. One school system in Region 2 asked the William & Mary T/TAC staff to conduct a workshop for the teachers on adapting IEP goals to the Standards of Learning (SOL). An administrator said, "We have fine-tuned these IEPs to the skills that the children need. We started talking about benchmark objectives versus lesson plans incorporated into the IEPs." Teachers in that school system now write more individualized IEPs and are focusing on very specific ways to help the children.

Capacity building. T/TAC specialists in regions 1&8, 2&3, and 6&7 increase the knowledge of professionals by promoting capacity building in the school systems most often through long range planning initiatives using a local application process. In survey responses, 86.2% of respondents 'strongly' or 'somewhat agreed' that T/TAC staff had increased the capacity of the school or local education division to provide better support to teachers. As previously discussed, capacity building is encouraged by linking teachers with similar needs or asking TA recipients to present successful strategies at workshops. Capacity building also occurs when TA recipients share information and materials with their colleagues. For example, in Regions 2&3, a special education teacher and paraprofessional attended a workshop on sensory integration and shared the information and materials with the occupational therapist in their school. The teacher was frustrated because she felt that the therapist was not doing everything possible for the students. During the workshop, she discovered that more could be done:

> It makes you feel better because sometimes we look at what's going on and say, 'Gee, it's a shame they can't do more.' And then you go to a workshop and find out, 'Oh, they could be doing more.' It has been really helpful.

The teacher discussed these issues with her principal and the principal requested and was granted permission to have a full-time occupational therapist, not one that was contracted for the entire school system. The principal hopes that a full-time therapist will be more accessible and have a 'vested' interest in serving the children.

T/TAC specialists encourage the use of research-based instructional strategies by offering

practical strategies during workshops and consultations. For instance, an early intervention specialist in Region 5 spoke about a training session she attended on feeding issues: "We actually fed each other, put on gloves and put our fingers in each other's mouths to practice different intervention techniques." She reported that she later used a technique she learned during that training session with a child: "The child was grinding his teeth. The trainer had talked about using your finger to tap on the teeth when a child grinds. I tried it and it worked!"

A general education teacher on a middle school inclusion team talked about the various instructional models and accommodations the team learned through the T/TACs at William & Mary. She said, "I think the best thing for me was to learn about different teaching models. I don't think that would have just come to me, like how to split up and parallel teach." The inclusion team also presented the information to the administrators and other teachers in the school.

Positive behavioral supports. Through training sessions on topics like Positive Behavioral Supports (PBS), T/TAC staff members provide teachers strategies to positively manage negative behaviors. In Region 5, T/TAC staff conduct PBS workshops as a long-term training initiative with an emphasis on actual cases. A T/TAC staff member said, "I think that all five or six teams we had at the first training made some significant changes in their behavior management strategies."

School teams attend PBS training sessions with a specific child in mind. Team members develop strategies to work with the child, using the methods learned. The team members implement the strategies developed, and collect data on the effectiveness of the strategies. Teams also apply knowledge and strategies to other children experiencing behavioral difficulties, and discuss these situations at subsequent workshops.

Professionals participating in the PBS training initiative in Region 5 say that they can better manage challenging behaviors in the classroom. T/TAC staff members report that they can see the changes the teams implement in subsequent workshops and consultations. Teachers appreciated that the workshop leader emphasized their role as the change agent, rather than a consultant saying to them, "you really shouldn't be doing that." Thus teachers increase their own awareness of what is happening in the classroom:

> Throughout the training, you are encouraged to look at the things you're doing in the classroom that may be contributing to the behavior, even though you hate to admit it. But you realize, "Oh wow! If I eliminate this, then things will go much more smoothly."

A speech pathologist from Regions 2&3 said of a PBS workshop she attended: "It involved classroom training, consultation services, and it really reshaped the way we work with kids with challenging behaviors. We have really changed the way we operate based on that training." Instead of punishing negative behaviors, this therapist now examines the context of the behavior and encourages positive behaviors.

One special education teacher involved in the PBS training initiative in Region 5 said: "It was very practical, very easy to evaluate whether it works in the classroom." She felt that the strategies she learned were useful: "The presenter suggested using break cards so that kids could request a break before their behavior got out of control. It was an appropriate way to deal with a behavior problem."

Autism spectrum disorders. Throughout the Commonwealth, T/TAC staff have developed many programs to provide assistance toward students with autism spectrum disorders. T/TAC project directors contend that in the last two years requests for assistance pertaining to autism spectrum disorders have increased steadily. The directors cite a number of reasons for this increase. First, instructional strategies for students with autism have changed in the last five or ten years. Teachers of who have been in the field for many years may not have acquired the knowledge and skills essential to using these new strategies, and must learn how to implement them in teaching children with autism. One special education teacher served by Regions 6&7 said: "When I first started teaching children with autism, I didn't have a very good background at all. T/TAC was a valuable resource for me at that time." Second, children with autism are attending schools in the district and neighborhood in which they reside. Third, teachers who work with children with autism often are the only professional in the school that serve the autistic population. This isolation provides few opportunities for collaboration, networking, and brainstorming on developing the appropriate environment and instructional strategies for students with autism. Finally, psychologists and medical doctors are diagnosing "autism" more frequently than five or ten years ago.

Break cards are one strategy used successfully with autistic students in other T/TAC regions. In Regions 2&3 a teacher reported having success using them to work with children with autism spectrum disorders. The children carry the cards with them and when they feel overwhelmed and need a break, they give the card to the teacher and take a few minutes to calm down. A special education teacher said:

> Our children were taking breaks according to our schedule instead of when they needed one. But with the card, the students feel like they are in control. The students give us the break card and say they need a break, walk away from the situation, and come back when they are ready.

Another research-based strategy used with children with autism spectrum disorders is a "brushing technique" used to provide sensory stimulation. One teacher in Region 2 demonstrated this technique using a brush resembling a surgical scrub brush: the teacher brushed each arm of the child several times from shoulder to finger tip and then each leg of the child from hip to toe. The teacher reported that children were much calmer after the stimulation and interacted better with their peers, making the classroom a more peaceful environment.

Deepened Knowledge of Assessment Strategies

T/TAC staff members engage in various activities to train professionals on assessment strategies. Through workshops, trainings and consultations, professionals have learned new

strategies and techniques for assessing children with disabilities.

Functional behavioral assessment. T/TAC staff members frequently receive requests for strategies to address challenging behaviors. In response, all T/TACs sponsor workshops on Functional Behavioral Assessment (FBA). Some regions include these workshops with other long-term training initiatives, but many regions offer the workshops as individual training sessions. During FBA workshops, participants learn how to monitor a child's behavior and obtain baseline data. The observer (usually the teacher or a team) then develops and implements the new behavior management plan by using techniques from the workshop and tracking the behavior to assess the resulting changes. One T/TAC staff member said of the FBA process, "Functional Behavioral Assessment is being used much more often in the classroom and it continues to grow. It changes the way a teacher approaches a child."

T/TAC specialists in Region 4 provided training on Functional Behavioral Assessment to help districts in their region comply with the 1999 IDEA (Individuals with Disabilities Education Act) regulations. The T/TAC staff also incorporated FBA when training Assistive Technology (AT) teams. AT teams reported that such training is helpful because school administrators often request assessments for children with multiple disabilities, including behavior.

Workshop trainers help teams in Region 5 identify steps to begin the FBA: "When does this happen? What does it look like? What is going on in the classroom when this happens? Does it happen with anybody else in the school? Does it happen when there are other students around? Etceteras..." Answering these questions helps the team in Region 5 identify the behavior and the underlying causes. Also in Region 5, a special education director reported that the FBA training session resulted in one district changing policy: "Now, everyone who has been suspended for seven days is required to have a functional behavioral assessment, whether they're in special education or not, to look at the cause of the behavior."

Teachers assume more ownership of the behavior plan when they participate in the FBA process. One teacher from Region 5 said:

> I've had consultants come in and observe and write up a plan. This approach is different. The team is responsible for it. You know what has already been tried and you can see how you're reinforcing or not reinforcing the behavior.

T/TAC staff members received numerous requests for consultations on various types of assessments. A principal stated that one on-site consultation stood out as particularly helpful to a teacher in her school. A T/TAC staff member explained functional behavior assessments in a clear, user-friendly format, which facilitated implementation of the assessments. The principal of the school in Regions 1&8 remarked: "The explanations that were given were very clear to me and very concise."

In addition to FBA, T/TAC specialists in Regions 1&8 have provided teachers with useful information regarding other assessment strategies that can also be used as teaching

strategies. Visual schedules, for example, helped a teacher to assess whether a child with autism understood and processed auditory directions. The consultants and teachers "...are trying to create a set of more visual reminders for [the child] so that --as he follows things-- he not only hears them and gets used to the routine, but he also has a visual idea of what is going on." The assistant principal said that a consultant was "...doing visual schedules for the child, and making sure he has understood what [was] being asked of him." With the help of this assessment strategy, the child was able to make smoother changes in daily routines.

T/TAC specialists from Region 4 helped a school district design an assessment to determine the effectiveness of the district's transition services. A transition team coordinator was pleased that T/TAC staff used resources from other counties to develop a transition survey; thus the team did not have to "re-invent the wheel." Data from the survey helped the transition team determine student skill level and placement appropriateness.

Increased Collaboration with Other Professionals

As a result of opportunities available through T/TAC, regional collaboration and networking between professionals has been greatly increased. Through workshops, linkages, referrals, and the establishment of school based teams, professionals have exchanged ideas and information with colleagues, resulting in expansion of their professional knowledge base.

A T/TAC staff member from Regions 2&3 cited one example of collaboration:

> We are developing a network for teachers of children with severe disabilities. In the past these professionals have felt very isolated. By bringing them together, not only can we provide them with more services, we can also build their capacity.

Various professionals commented on the extent to which T/TAC helped them to collaborate with other professionals. A speech pathologist from Regions 1&8 who was concerned that her school was isolated, commented on networking opportunities afforded through T/TAC:

> It's nice to have that camaraderie with other schools from other districts, to kind of talk out plans. We were surprised to hear some of the plans that a school was using down in [another county]... and some of the other plans that some of the other schools were using that we had heard of but never implemented here.

She and some colleagues frequently attended meetings with professionals at other schools as a way of staying current with changes and new issues.

As a result of contacts through workshops, meetings, and other events facilitated by T/TAC staff, personnel have gained various benefits. For example, at the Tapestry for Learning Conference, professionals from Regions 1&8 met with other professionals from public schools and social service agencies and obtained useful resources. In addition, a high school transition

specialist met a professional at a T/TAC conference, who helped him write and obtain a $75,000 grant for hiring and training students with developmental delays. One principal remarked that T/TAC consultants helped link his staff with other agencies in order to maximize support for children with disabilities.

Workshops sponsored by the T/TAC present excellent collaboration opportunities for professionals. All regions engage in positive behavioral support (PBS) training, and according to one principal, PBS workshops increased a Regions 6&7 school's capacity to examine the cause of and mange inappropriate behaviors. People collaborate and engage in problem solving rather than becoming frustrated. He said:

> Key people are trained and they spread the skills to everyone in the school. Ideas go beyond workshop participants and often spread through the entire county. Teams distribute materials from the PBS manuals and conduct inservice training at faculty meetings, sharing their knowledge and how they develop and implement their behavior plans.

In another situation, a transition specialist from Regions 2&3 said, "The workshop was helpful because we met other transition specialists in the area and networked. We received follow-up information about employment statistics and how well our students are faring in the job market."

Professionals in Region 5 commented about their regional workshops. Through such workshops, professionals can meet others who are experiencing similar issues or those who have successfully worked through those issues. Teachers who received assistance from T/TACs frequently present at future workshops on the same topic. Thus, other teachers profit from the lessons learned by a teacher who has faced similar issues. For example, one teacher recalled: "There were two excellent presenters at that workshop. Some of our teachers are going to observe them. We're hoping to implement some of the things that they're doing. We were really impressed with the information they shared."

In addition to providing opportunities through workshops, T/TACs link and refer professionals to other resources such as outside agencies and other schools that can also provide TA. A special education coordinator served by the William & Mary T/TAC said, "If I need something I go to them first and if they can't help me they at least direct me to someone who can." Across all regions, 88% of survey respondents rated T/TACs' ability to make referrals to other resources as 'excellent' or 'good.' Also, 88.1% of professionals 'strongly agreed' or 'somewhat agreed' that T/TAC provided linkages with other resources that offered additional assistance.

T/TAC staff initiate collaboration between public school programs and community agencies. Increasing collaboration among schools and other community services was rated as 'excellent' or 'good' by 80.6% of survey respondents across all regions. For example, a T/TAC staff member from Region 5 told a special education director in one school district about a program she observed in another county that may meet the district's needs: "She knows what our

needs are and she will say, 'There's a great program that I just saw that would be very helpful to you. You should send somebody up to see this'."

Additionally, professionals working in rural parts of Region 4 provided several examples of how T/TAC staff increased collaboration among professionals throughout the region, often decreasing their isolation. Several years ago, Project Unite helped five rural counties establish a Transition Council, which provided transition specialists from each county an opportunity to share ideas and exchange information. T/TAC staff members have been instrumental in maintaining that Transition Council by providing information to help the council develop ideas. One specialist felt that networking with other transition specialists helps to decrease her sense of isolation and increase opportunities for sharing strategies and stories with one another.

Throughout the regions, T/TACs have provided opportunities for schools to collaborate with one another. Across the regions, 72.3% of survey respondents 'strongly agreed' or 'somewhat agreed' that T/TAC coordinated visits to exemplary schools and classrooms. One principal served by Regions 1&8 noted that her school collaborated with two others as a result of an Improved Special Education Experience (ISEE) grant, which was facilitated by T/TAC staff. The schools worked together to buy books and conduct staff development workshops. Professionals from the two schools also came to this principal's school to observe the integrated service model under which the school operates.

For Region 4, observing promising practices or strategies implemented by other schools also fosters collaboration. An observation at the Maryland School for the Deaf led to a workshop on methods used at the School for the Deaf. Another group of teachers form Region 4 visited a school with a successful program for children with autism.

Establishing school based teams. Approximately 86% (85.9%) of survey respondents across all regions rated the quality of workshops or trainings for a team from a school or school division as 'excellent' or 'good.' A physical therapist and AT team member from Region 5 offered this perspective about the team approach: "Individual teachers benefit not only from working with a team, and working together to solve problems, but also from the realization that everybody has the same problems."

The T/TACs in Regions 1&8 have made exemplary efforts to promote team building and working together as a team. When developing and implementing teams, according to T/TAC staff members, they always make an effort to involve the administrator, the teacher, and the parent in consultations. They have been especially concerned with promoting administrative support for the teacher. During one consultation, T/TAC staff encouraged teachers to work as a team, so that they could monitor the use of new information each of them had obtained.

Preschool teachers at one school in Regions 1&8 were unsuccessful in creating an inclusive environment. They requested T/TAC assistance to develop a plan of action for inclusive services. T/TAC staff helped the preschool staff to develop a planning team that met monthly. The team typically consisted of four teachers, the director of special education, the occupational therapist, and occasionally parents and community agency representatives. Outside

networking opportunities resulted from the team meetings. For example, a special education preschool teacher traveled to another county to observe a reverse mainstreaming model and talk to the teacher who was implementing the model.

Professionals in Regions 2&3 commented on T/TAC's promotion of team building and working together as a team. They noted that when T/TAC staff members do a consultation they encourage a team of people, including teachers, parents, and therapists, to work together. A T/TAC specialist said:

> Although one teacher made the request, I don't say to the teacher 'It's only for you.' I want the OT, PT, speech pathologist, and the parents there. I think that's capacity building at it's best, when you get in there and change many people.

Sharing with colleagues. Professionals have often returned from workshops and shared the information they learned with their colleagues. A T/TAC staff member said:

> After we have worked in various settings, folks will say 'I went back and I was talking to my colleague and I showed her what I was doing and she thought it was a great idea.' What better testament to capacity-building than 'We are sharing ideas and we are seeing it work. You guys were really helpful.'

Three teachers on an inclusion team who attended several T/TAC workshops subsequently conducted training for other teachers in the school. The training included plans to implement the new model, and how the model could benefit other teachers.

A general education teacher served by Regions 1&8 said that she obtained many useful ideas from meetings with other professionals, which had been facilitated by T/TAC. She said, "It's good to be with other teachers that are in the same grade level that you are, and can give you so many ideas about what to do." During the meetings, professionals developed different ideas and resources to use in the classroom. The results of the brainstorming session were then compiled into a list with multiple headings; thus the teachers were able to systematically discuss making improvements in their instructional methods.

A special education director in Region 5 felt that such training and collaboration gave teachers confidence to know that they could succeed in similar efforts:

> T/TAC conducted a training where our MR [mental retardation] staff heard teachers talk about their programs. It's very valuable for teachers to hear about someone else implementing a program. When you hear someone else talk about it, you think, 'if they can do it, I can do it.'

T/TAC Region 5 staff members encouraged individuals who had successfully worked through a difficult situation to share their experiences with others as workshop leaders. One speech therapist and AT team member in Region 5 said, "Being taught by people who had

already been through it made my training really worthwhile. They already experienced some of the initial problems and worked out the kinks."

T/TACs have helped several teachers obtain advice from others who had similar needs. For example, two teachers, connected by a T/TAC, have continued to communicate through e-mail. AT teams trained by a T/TAC staff meet every few months to update their knowledge base and exchange ideas. The meetings provide opportunities to share stories, compare progress, talk with peers experiencing similar problems, and generate solutions.

Received Reinforcement or Support for Continued Implementation of Skills and Strategies

An important part of technical assistance is follow up with recipients to assist with implementation by determining the appropriateness and usefulness of the new information and skills acquired. According to survey results, 86.3% of respondents 'strongly' or 'somewhat agreed' that the T/TAC staff provided follow-up to a consultation on a specific child and 85.0% 'strongly' or 'somewhat agreed' that T/TAC staff provided follow-up assistance or sessions after a workshop. A T/TAC specialist in Regions 2&3 said:

> Because we are a far-reaching region it is very important that we create a network for follow-up opportunities, whether it is by phone or by email or by visiting the school. Whenever I do a workshop they tease me, they call me the 'road warrior' because I'll make 4 or 5 stops before I go to the workshops so I can touch base with the folks that I work with and see how things are going.

T/TAC staff use long-term consultations and TA to provide continued support for local school divisions and individual schools. On a question asking how T/TACs supported long-term TA initiatives, most respondents indicated that they were pleased with T/TACs' efforts. For example, 79.9% of survey respondents 'strongly' or 'somewhat agreed' that T/TAC staff provided long-term technical assistance to change how youth with disabilities or students eligible for Title I services are educated. Additionally, 84.1% of respondents indicated that T/TACs did an 'excellent' or 'good' job of providing long-term technical assistance to improve the whole educational system, rather than focusing on one child or a group of children. However, when asked to rate the quality of T/TACs' facilitation of long-term change for school divisions or schools, a slightly lower proportion of survey respondents, 70.6%, rated these services as 'excellent' or 'good.'

The T/TAC staff at William & Mary helped a middle school develop an inclusion model for a sixth grade class. The staff trained a team to implement the new model, conducted several meetings at the school, and helped the team orient other teachers and administrators about the new model. T/TAC staff also helped the school expand the inclusion model to the seventh and eighth grade levels by training the teachers in those grades in the co-teaching models.

Long-term planning initiatives for PBS and AT training began in Region 5 during the 1997-1998 school year. These initiatives require teams to attend three to four regional training workshops each year. Regional training sessions are supplemented with consultations for

individual school teams. These two training initiatives are the only programs offered by this T/TAC that require T/TAC specialists to provide continued support to TAC recipients. However, many teachers receive on-going support by attending multiple workshops, requesting individual consults, and borrowing items from the T/TAC library. In Region 4, an AT team member commented that the follow-up training increases the team's confidence in assessing AT needs.

Frequently teachers request follow-up TA once they feel comfortable with the services and staff of the T/TAC. For example, a teacher served by Region 5 said, "She gave me materials, ideas, and suggestions. She called every now and then to ask how things were going and she asked me to call if I had any problems." A teacher served by Region 4 expressed great satisfaction with the follow-up assistance she received from a T/TAC specialist: "[The T/TAC staff member] didn't just make one trip and say, 'Okay, that's it'. She made several trips, always following through with what we discussed."

Professionals view reinforcement of their current practices as very helpful. They gain confidence knowing that they are using appropriate strategies for students. A principal at an elementary school served by the William & Mary T/TAC said:

> T/TAC observed and gave the teacher some real positive feedback. She told her 'You're doing this right, be confident with it.' We weren't sure if what we were doing was right, even though it was.

A special education preschool teacher, served by Regions 1&8, appreciated the reinforcement provided by the T/TAC staff: "[She] was really great about coming out and just observing and reinforcing [one of our teachers] saying, 'Yes, you're doing a great job with him.'" Another consultant from Regions 1&8 periodically observes an early childhood special education teacher's interaction with a child with autism. The teacher appreciates having someone whom she trusts give feedback and advice. She said, "I just feel really good knowing I can pick up the phone and say, 'I need help', and they are right there. It is great."

In two school districts that practice full inclusion, staff conveyed how T/TAC specialists from Regions 6&7 reinforce and support their existing practices:

- We are already fully inclusive, but T/TAC helps us support and expand our current efforts.
- We always try to serve students in the least restrictive environment. T/TAC helps us maintain and improve mainstreaming.
- T/TAC hasn't really changed our services… But they have helped us create partnerships with others so that we might serve as a model for other preschools looking at full inclusion.

Impact on Youth with Disabilities

The scope of this evaluation limited the extent to which the impact on students with disabilities could be determined. However, of the survey respondents, 92.1% 'strongly' or 'somewhat agreed' that T/TAC staff provided assistance that directly benefited a specific child with a disability. Previous sections also addressed student impacts resulting from technical assistance that focused on oral and written communication modalities and increased access to inclusive environments. The extent to which T/TAC improves the quality of life for youth with disabilities was rated as 'excellent' or 'good' by 87.5% of survey respondents.

Inclusion. The T/TAC staff has an impact on the inclusion of children with disabilities in general education classrooms and on the quality of instructional services to those children once they are mainstreamed. Eighty-six percent of survey respondents rated the T/TAC's job of improving services for children and youth with disabilities in inclusive environments as 'excellent' or 'good'. Additionally, 81.8% of respondents rated the T/TAC staff's ability to increase the number of inclusive environments for youth with disabilities as 'excellent' or 'good'.

T/TAC specialists at the William & Mary T/TAC worked with a middle school to implement a new inclusion plan for their students with disabilities. During the first year, two general education teachers and one special education teacher began including students with disabilities into a general education setting. The teachers reported that the first year was successful and most children in the class maintained good grades and appropriate behavior. Teachers contend that peer pressure from non-disabled peers persuades students with disabilities to try harder on homework, and causes them embarrassment when acting out. An administrator at the school said:

> Yesterday I did an IEP for a student in that class. The mother said that her child never had a year like this in school. He is starting to speak out more. He's answering questions in class and raising his hand. She said it's just unbelievable. She feels like it's a miracle.

Another example is that of a preschool child enrolled in a school served by staff at the Regions 1&8 T/TAC. The child previously attended a center-based school and was making little progress. The child often cried, becoming ill. His teacher suggested placing the child in an inclusion classroom. With the help of T/TAC consultants, the child was included in a general education classroom. Although he still has some speech delays, he has experienced considerable gains. The teacher who suggested the inclusion setting said, "I can't believe that's him, he's participating in everything. He's actually trying to answer questions."

Through a long-term TA grant that the T/TAC staff helped to attain, an elementary school in Region 1 integrated a child with a severe and profound disability into his neighborhood school. Although the child spent most of the day in a wheelchair, he was given opportunity for increased social interaction with peers. He ate lunch in the school cafeteria, and he participated in gym class with the help of his classmates who volunteered to assist him. The child transitioned easily from the elementary school to his current inclusive classroom in the middle school.

Assistive technology. T/TAC staff noted that assistive technology has enabled many children to access inclusive education options. Often, assistive technology increases communication capabilities, thereby decreasing frustration and improving behavior. One T/TAC staff member in Region 5 spoke about a teenager receiving rehabilitation services following a severe car accident:

> He was using an ABC chart to communicate, pointing to each letter of the word he wanted to spell. The school district requested that we suggest some possible augmentative communication devices. We provided several devices and he chose an English-to-Spanish translator that speaks whole phrases. Therapists say it's remarkable how his spelling, sentence structure, and even his personality have improved.

A T/TAC consultant in Region 4 recalled the excitement of a teenager involved in a traumatic accident after he received a communication device. The boy retained cognitive thinking skills, but was unable to communicate. Said the T/TAC consultant:

> They asked about some sort of communication device that was appropriate for a teenager. We tried the Cheaptalk™. The boy lit up like a Christmas tree because he now has voice output to say all the cool things he said before the accident. I left the device with his teacher. His peers recorded the messages. They ran the battery out in two days!

Assistive technology has a great impact on children of all ages and abilities. A T/TAC specialist in Region 4 reported a moment of enlightenment for a 13 year-old child using a switch system called a Big-Mac™:

> I brought a Big-Mac™ to this boy who had never had any means of communication before and showed the teacher how to use it. She was taking her class bowling so she programmed the switch to say 'My turn' when she hit it. Well, the first time he hit the switch, he started to cry because he was so happy to be able to communicate with his peers. He couldn't have pushed the ball down the lane, but he really felt included for the first time.

As previously mentioned, the technology loan program developed by the T/TAC staff enables both teachers and students to use the equipment on a trial basis to determine its appropriateness and usefulness for a classroom, one student, or a group of children. An example of technology use in Regions 6&7 includes the E-Z Ball™, used to control the computer's mouse. With this low-tech device, the student can increase the frequency and manner in which he completes writing assignments. This has led to increased participation in general education classes. According to the occupational therapist:

> T/TAC trained the child and his teachers how to use the device. Now he spends 80% of his day in the general education classroom. Without this, he would have been omitted from school activities. Now he is socially and

academically included in the classroom.

At a school served by the William & Mary T/TAC, T/TAC staff helped a special education resource teacher locate a software program, Co-Writer™, that helps children with learning disabilities write stories without spelling and grammar mistakes. This increases the children's confidence and helps them complete the same assignments as their non-disabled peers.

A professional served by Regions 1&8 expressed that before she began coming to the T/TAC's Tech-Net meetings, she had not used tools such as Big-Macs™ and PECS in the classroom. She is using the devices with a child with autism, and she said, " Now he's able to say he wants juice, or he wants food. It's been such a change in him, because he was previously unable to express himself at all."

Teaching strategies. T/TAC staff often provides assistance that involves modifying teacher behavior, which has an impact on students with disabilities. For example, one teacher served by Regions 6&7 was concerned about a second grader's inappropriate vocalizations that redirected his attention, and that of his peers, from any task. Rather than using verbal cues to stop the behavior, a T/TAC specialist suggested that the teacher incorporate the child's vocalizations into the lesson. As a result, both non-disabled students and the teacher used the vocalizations to help the child focus and remain on task throughout the lesson.

Picture Exchange Communication System. Many professionals seek assistance from the T/TAC staff for managing challenging behaviors. There are several instructional strategies that have been helpful in shaping new behaviors for students with autism and other low incidence disabilities. The Picture Exchange Communication System (PECS) is helpful in changing or modifying inappropriate behaviors. It is also allows children to be more self-sufficient and participate more fully in their education. T/TAC specialists provide numerous training sessions and consultations that train teachers to use PECS with children having a variety of disabilities.

A child with mental retardation in Region 5 participates in class discussions about the calendar. Her PECS book contains numbers. As the teacher discusses different dates, the child holds up the corresponding number. In another Region 5 classroom, a child's behavior improved dramatically after starting PECS. Prior to PECS, the child would spit whenever she was frustrated. She now points to specific pictures to communicate her needs. Now that her frustration has decreased and behavior improved, her teachers are preparing her for a general education classroom.

A speech therapist served by the William & Mary T/TAC has used PECS in her classroom to remind children to hang up coats and put away toys. She said:

> When the aide told them to get their coats the kids did not respond. People were doing everything for them. But we've learned if we show them the picture now they'll go get their coat and hang it up. That's the kind of thing that has really changed the way we operate.

A T/TAC staff member in Region 4 reported that after a teacher used PECS in her class, they successfully moved two students into general education classrooms for short periods of time after starting PECS. Another teacher in Region 4 attended a behavioral modification workshop and discovered how to use cues to modify a child's problem behaviors. She said: "Instead of saying, 'stop it', I can give them a non-verbal signal or cue to help them focus."

Other strategies. Another tool that has shaped the behavior of a child with autism is social stories. The child tells himself these stories when he is losing control of a situation. His teacher, who learned these strategies from Old Dominion University T/TAC staff, said, "He does really well with social stories. It helps him maintain appropriate behavior in many situations. He talks his way through situations. It's been very effective in keeping him on task." The teacher also told how the child's aggressive behavior has decreased, allowing him to walk down the hall without headphones to keep him calm.

Another indirect impact on a child in a school served by Regions 6&7 occurred because the personal assistant hired to work with the child attended a workshop. This survey respondent wrote:

> I would not know how to handle or help the child I was hired to assist were it not for a workshop. There was NO information on this child and no instructions were given to me at all on what she was like or how she worked.

Without T/TAC assistance, the paraprofessional felt that she would not be able to enhance the child's educational program.

Relationships with peers. The teaching strategies and assistive technology devices provided by T/TAC staff enables children with disabilities to be more fully included in general education setting and least restrictive environments. As a result, children with disabilities make and maintain friendships they might not have had otherwise.

As previously noted, with the help of a long-term TA grant facilitated by the T/TAC staff in Regions 1&8, an elementary school included a child diagnosed with profound disabilities in a general education classroom. The child, who spent the majority of the day in a wheelchair, participated in several activities with his peers. He ate lunch in the school cafeteria to increase social interactions. He also attended gym class with his peers, who volunteered to help him with various activities. The child, now in the seventh grade, transitioned easily from the elementary school to an inclusion classroom in the middle school. A speech pathologist at another school in Regions 1&8 said that she is seeing many "helpful relationships' between children with disabilities and their non-disabled peers, as a result of inclusion.

Staff in Regions 6&7 helped to develop a year-long transition plan for a young child with cerebral palsy entering kindergarten in her neighborhood school. The child's teacher remarked how both the child and her non-disabled peers benefited from the girl's presence in the classroom. A non-disabled peer was accustomed to having friends over for sleepovers. The child's mother called the mother of the child with cerebral palsy and asked what accommodations

and arrangements were needed for the girl to attend a sleepover. After several joint-planning sessions, the sleepover took place – successfully. The kindergarten teacher said that the extent of the child's acceptance went beyond what she imagined. She said that the mother echoed the same sentiment.

The teacher of a child with autism in Region 5 said that his behavior changed dramatically as a result of assistance provided by the T/TAC. As a result of this behavior change the child was able to interact more successfully with his non-disabled peers. The child was extremely sensitive to noise and demonstrated other anti-social behaviors such as "jargoning," sensitivity to touch, and wanting to be in a small space. After working with the child for a year, the teacher encouraged him to participate in a sixth-grade dance:

> The DJ set up these huge speakers in the activity center. I was concerned about his noise sensitivity. When the music first came on, he put his hands over his ears and climbed under the table because the noise was so loud. Finally, I started going into my bag of tricks. He loves the computer and he'll do anything to work on the computer. So I got out a timer and said, 'for every ten minutes that you sit here and watch what's going on, you can earn ten minutes of computer time.' We sat in the hallway. He was jargoning because he was so angry and upset by the noise. He didn't understand what it was all about. Then he got up, said, 'I'm ready to dance.' and began dancing. Throughout the previous week, he practiced the Macarena, the electric slide, and the chicken dance. When he was ready, he went to the middle of the dance floor, right next to the big speaker, and started to dance. He danced non-stop for 30 minutes! As long as he could see me, he kept dancing. I could see him look at me and then continue dancing for a while. And the other children, even the non-disabled children, were watching him and cheering him on.

Impact on Families of Youth with Disabilities

Although T/TACs mission is to serve school and agency personnel who work with children with disabilities and those at-risk, parents and families are also impacted by T/TAC services✠. Parents and families can attend T/TAC workshops and consultations as part of the team working with a child.

T/TAC staff members in all regions reported making an effort to include and inform parents whenever possible. Seventy-seven percent of survey respondents 'strongly agreed' or 'somewhat agreed' that T/TAC helped to increase the presence of families on school teams. In addition, 69.9% of professionals rated T/TAC's ability to increase the frequency in which

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✠ Although T/TACs are not charged directly with empowering families to fully participate in their child's education, it was suggested by stakeholders that T/TAC services to personnel may indirectly produce increased family involvement. Both research and federal special education legislation cite the positive aspects of encouraging and empowering parents to participate, as members of the IEP or IFSP teams, in their child's educational program. Therefore, the evaluators addressed data collection around family participation.

families are an integral part of the school team as 'excellent' or 'good.'

Every two years, the George Mason University T/TAC sponsors a transition fair called "Future Quest" in collaboration with the Northern Virginia Transition Coalition. This fair is designed to show high school students and their parents different post-high school options, such as vocational and social services and how to access these services.

To facilitate transition of preschool children into a kindergarten class in a neighborhood school, T/TAC staff from Regions 6&7conducted a parent workshop. Six families, all headed by single mothers, attended. Childcare was provided in the school library. A parent support group began as a result of the workshop. Parents coordinated transportation and provided monitors for bus stops. Additionally, the T/TAC staff and school staff worked with each family to complete a transition plan.

Parents also attend T/TAC workshops with teachers as part of a team. A T/TAC specialist from Regions 2&3 said, "Parents will call and ask if they can attend and we always encourage them to come with a teacher. We never deny them, because what we are sharing with them is capacity building and that's what it's all about." The mother of a student with a learning disability reported that she attended a workshop with the student's teacher, where she learned about visual organizers. This workshop promoted a spirit of collaboration between home and school, and gave the mother the skills she needed to help her child with her homework.

Workshops have indirectly affected parent involvement in Regions 6&7. After receiving many requests from parents for expensive, specific AT devices, the AT team conducted a workshop for parents to demonstrate the various devices. Following the workshop, the AT team reported that parents appreciated knowing more about assistive technology options.

T/TAC staff members have worked directly with families and in some cases have actually gone into the homes of children with disabilities or who are at-risk. One survey respondent from an urban school district served by the Region 1&8 T/TAC described an incident that involved a T/TAC consultants' intervention with a student's family. The T/TAC representative worked directly with the family to increase their understanding of their child's unique educational requirements. The teacher commented: "The T/TAC representative worked with the family helping them to …work together to improve the life of the entire family"

One T/TAC specialist in Region 5 conducted a consultation on feeding techniques for a young child who contracted meningitis before he was one year old and had a rare immune deficiency. Every therapist working with the child was part of the consultation held at the child's home in a rural county. The T/TAC consultant worked closely with the mother throughout the consultation because she recognized that the mother knew the child's needs better than anyone else did. She gave the mother very useful and practical information, demonstrating strategies such as correctly positioning the child in his high chair.

Furthermore, according to a T/TAC team member, if an IEP team generates the request, consultants will go into the home and help the family. A teacher stated that she had been

impressed that the staff from Regions 1&8 T/TAC would go out to the homes and help parents in special situations. Another Regions 1&8 T/TAC staff member's work with a child with autism also carried over into the home. Using PECS, the child could communicate that he was thirsty without being directed by his mother. The mother remarked to the child's teacher that she "never would have known [what her child was asking for] if we weren't using this system."

T/TAC also helps families by directing them to non-school resources. For example, a preschool teacher and a T/TAC staff member both visited a home of a young child with autism. After assessing the family's needs, the T/TAC staff from Regions 6&7 helped the teacher and family contact state agencies to obtain respite care, transportation, and medical care. Also, a speech and language pathologist from Regions 1&8 noted on the survey that she directed a parent to the lending library for information on her child's disability.

T/TAC staff from Regions 2&3 noted the importance of parental involvement in teams. A T/TAC staff member said, "We think parents are a part of the team, and legally they are part of the team. We can't take requests from them in isolation, but it doesn't mean we don't serve them. We serve them as part of the team." Another T/TAC staff member from Region 5 said, "When you go to a school to do a consult, you make sure the parent can be there with the teachers and the therapists."

Parental attitudes and perceptions frequently change as a result of their involvement in planning in IEP meetings. For example, parents involved in developing student behavior plans are grateful that the plans include alternatives to the traditional calls home to inform them of their child's inappropriate behavior. A teacher from Regions 6&7 said having parents on a site-based team in long-range planning projects helps them [parents] understand the extent of the disabilities the school is serving and the number of diverse accommodations available to classroom teachers.

One staff development training helped professionals to involve parents in IEPs. Administrators in Regions 2&3 commented that the process is much smoother now that families are included on the team:

> Its a lot more user friendly for the parent. They are considered to be a key role in the IEP and we certainly want them to feel that way. It has helped the parent to understand what an IEP is. They come prepared to contribute.

Overall, families have been responsive to the T/TAC and welcome the information and help they offer. A special education teacher served by Regions 2&3 said, "The parents were very happy and I think they were impressed to have somebody of [T/TAC's] caliber down here. They wanted it very much." In addition, a special education director served by Regions 1&8 at an elementary school commented: "The parent [heard] another professional's opinion [which was] very supportive of what we were already doing with the child. [The recommendations] convinced the parents that we... had correctly identified the problem and were helping that student."

Teachers from Regions 6&7 also contend that, as outside experts, T/TAC staff often help

increase parental involvement, especially at the high school level. As a result, parents often are more willing to share their experiences with other parents, refer others to similar education and social service programs, and participate in other programs or services related to their child.

Perceptions of Services Provided

TA recipients expressed a high degree of satisfaction with T/TAC services. They perceive the T/TAC as being a valuable resource, always happy to help when needed. Comments below summarize the feelings of many (Regions are in parentheses):

- There's nothing they can't do. They're great! (5)
- I think the T/TAC gave me so much more in the way of training and knowledge than I got in college. They've been so helpful to me in getting me to where I am. I have just been so grateful. It's a wonderful system. (2&3)
- They are compassionate, confidential people, and I trust them. If they don't know the answer, they can find it or point me in the right direction and those issues are very important to me. (5)

T/TAC staff members from Regions 2&3 and 6&7 commented:

- We will be whatever they want us to be. We meet them where they are and offer a continuum of services. They will not ask us back if they are overwhelmed or if we push them beyond their comfort level. We work on building relationships.
- There isn't one type of service that fits all in any shape or form. We really do approach their immediate needs from day one. We try to develop a system that can respond to diverse needs.

Of survey respondents, 87.3% 'strongly' or 'somewhat agreed' that T/TAC staff provided technical assistance that couldn't be obtained elsewhere. Overall, both survey respondents and those interviewed praised the T/TAC staff and the services they provided, as described below.

Quality of staff. Survey respondents throughout all regions perceive T/TAC staff as experts in their field. A majority, or 92.8%, of survey respondents 'strongly' or 'somewhat agreed' that T/TAC provides consultants who are highly skilled in requested topics. Additionally, 94% of survey respondents 'agreed' that T/TAC employs staff members who are highly skilled in requested topics.

Interpersonal skills demonstrated by T/TAC staff also received praise. Said one parent whose child is served by Regions 6&7: "Even when they disagree, they respect your opinion and

demonstrate that they understand your child's needs. They are a good resource for a second, unbiased opinion." According to a school psychologist in Regions 6&7: "Sometimes we need new, objective perspectives, and they provide it as outsiders. However, they are very willing to meet our needs and are receptive to our suggestions." These interpersonal skills also serve as a model for team building among general and special educators. One teacher from the same regions recalled:

> The T/TAC staff person would facilitate the meetings, help us develop action plans, and write up and disseminate the proceedings that included an agenda for the next meeting. She also modeled good reflective listening and questioning skills.

Several persons interviewed said that, as former teachers (many taught in the school districts that T/TAC serves), the T/TAC staff's credibility increase the likelihood that teachers will apply the suggested instructional strategies. One teacher in Regions 6&7 remarked: "Their ideas are presented as suggestions or as a place to start an open-ended discussion. They support discussion of problems." According to several professionals interviewed, T/TAC staff never threaten or challenge the teachers or schools.

Several district administrators expressed satisfaction with T/TAC support. One special education coordinator believed that T/TAC staff actually influence teachers and school based administrators more than she does. T/TAC staff members support teachers learning about promising practices and strengthen their confidence for using recommended services, teaching strategies, or assistive technology. An assistant principal served by Regions 1&8 said, "T/TAC staff did not make us feel like they were experts coming in to tell us what to do. They made us feel like they were coming in to help us."

Reorganization of the T/TAC system. Several professionals talked about the reorganization of Virginia's technical assistance system. Initially, not everyone was pleased with the transition. However, over the last three years T/TAC staff built trust and new relationships with the professionals in the regions. A special education teacher from Regions 1&8 said:

> If you had asked me a year ago I would have lots of negative things to say because I didn't feel they were accessible. I felt cheated because we had to switch T/TACs. Now it's much better. I've felt that they've been more accessible and that our district knows much more about them this year.

There is a general sentiment that the regional concept of the T/TAC is instrumental in directing the type of services provided. Said one special education director from Regions 6&7: "We really like the regional services rather than contacting a TAC with a specific disability focus. Not all students with disabilities fit into discrete categories. The T/TAC looks at the whole child." As previously mentioned, a special education director appreciated that you could call one T/TAC for any situation: "It's wonderful. It's one stop shopping! You don't have to call a different person for each different problem." Another recipient from Region 5 noticed a difference in the new T/TAC system:

> They've modified how they provide services over the years, in that they used to come out and do a lot more individual, on site, one-on-one consulting. Now they've gone to utilizing workshops and training groups. I think it's a much better use of their time.

Workshops. Perhaps, the most popular services that T/TAC offers are staff trainings and school, local, regional, and statewide workshops. Professionals value the quality and variety of the workshops and 85.9% of survey respondents rated the workshops and training activities as 'excellent' or 'good'. A special education teacher who attended workshops conducted by Regions 2&3 said, "I have been very pleased with the workshops I have attended so far."

TA recipients also appreciate that the workshops are free, or reasonably priced, and are centrally located. The most frequently sponsored workshop topics included: Positive Behavioral Supports, Functional Behavioral Analysis, Autism, Challenging Behaviors, and the Picture Exchange Communication System.

Newsletters and web-pages. Because T/TACs provide services to large geographic regions, newsletters and web-pages help maximize the dissemination of information to TA recipients. Professionals throughout the regions had positive things to say about T/TAC material and information. Interviewees commented that the newsletters are a good source of information about promising, current practices and upcoming workshops and events sponsored by the T/TAC and other entities. TA recipients in Region 5 appreciate the newsletter's contents: "I rely on the T/TAC to let me know what's happening. The newsletter is one way they keep me informed."

Of survey respondents, 94% rated the quality of the newsletters as 'excellent' or 'good'. A special education teacher in Regions 2&3 uses the newsletter to compile information about services and upcoming training sessions for the parents of students in her classroom. Regarding the newsletter, one recipient in Region 5 said, "It's always clear and graphically well presented. When it contains information that I want to pass on to others, I simply photocopy the page and it's ready to go." All T/TAC consortiums maintain web-pages. These web-sites offer a variety of information and services for TA recipients. Professionals can view a list of services and materials, as well as register online for workshops and receive materials by filling out an electronic request form. The T/TAC web-pages were rated as 'excellent' or 'good' by 85.1% of survey respondents.

Access and availability. T/TAC staff members constantly search for strategies to increase accessibility to services. Because the regions cover a vast geographic area, they offer numerous methods to access technical assistance. The overall perception of TA recipients is that the T/TAC services are very accessible, as illustrated by comments from Region 5:

- T/TAC is easy to contact
- They're just a phone call away if I have a question. They continually send information to us [special educators] so we can disseminate it to everyone in our school.

Response time. There is an overall consensus that the T/TAC staff is available any time they are needed. Timely responses to requests for information or equipment were rated as 'excellent' or 'good' by 89.2% of survey respondents. Additionally, 93.2% 'strongly' or 'somewhat' agreed that T/TAC staff adheres to timelines and deadlines. A special education director in Regions 2&3 said, "We have gotten extremely quick turn-around with them. I don't know what kind of staff they have, I'm assuming it's limited, but they do an awesome job of getting information out."

A transition specialist in Region 4 said, "Response time is almost immediate. They usually call me back right away. They have managed to find and provide any resources I have asked for." A teacher, also from Region 4, felt the same way, "Anytime I call with a question or a concern they call me back quickly."

While most recipients are pleased with response time, some provided suggestions for improvements. A district administrator from Region 4 said, "There has been a time or two when the teachers have called the T/TAC several times and didn't get a response. Then I have called to leave a message. They respond pretty quick after that."

Distance and geographic barriers. Many TA recipients perceive the biggest barriers to accessing services to be distance and geographic location. Several interviewees and survey respondents would like to see the T/TAC closer because accessing materials and other services is difficult. Professionals in Regions 6&7 who teach or reside in rural areas expressed concern that workshops are held in locations two to four hours away. These professionals had a general awareness of T/TAC, and even praised the knowledge of the T/TAC staff and the updated information provided through newsletters and workshops. However, they felt that most services, including the lending library, were not accessible. A special education teacher in Regions 2&3 said, "I haven't accessed the library and materials they have, it's far away, it's hard to go visit."

TA recipients in some rural school systems expressed concern that T/TACs may not address the problems that are unique to their classrooms. Said one recipient from Region 4:

> The special education issues in their region are different than ours. They talk about gangs and gang violence and whether the kids are emotionally disabled or socially maladjusted. I attend special education directors meetings in a different region because it's more of a rural area. Their issues are similar to ours.

Before the reorganization of the T/TAC system, many rural recipients accessed services from the closest T/TAC office. Now recipients in rural areas must use the T/TAC that serves their region. Another recipient in Region 4 said:

> We know the people [at JMU] and they know us from years and years of interactions. It is difficult to remember that we are supposed to call [the George Mason] T/TAC office first. We have finally gotten used to calling

them first for consultations or workshops.

Recipients from rural areas of Region 4 acknowledge the T/TAC's outreach efforts. "The T/TAC is really working at bringing services to us. They're now offering workshops in this building and next door at the middle school." Additionally, T/TAC staff invited professionals from rural counties to be on the T/TAC advisory board. T/TAC staff members hope this will give rural counties more input about T/TAC services.

T/TAC Perception of VDOE Support

T/TAC staff throughout the Commonwealth generally are pleased with the support received from the VDOE. T/TAC staff report that VDOE staff members are responsive to the T/TACs' needs. Moreover, T/TAC staff appreciate the trust conveyed by VDOE. Said one T/TAC staff member:

> The DOE's philosophy is that whoever is providing the service knows more about what to do and how to do it than they [VDOE] will ever know. Their philosophy is that it's the consumer that drives the program.

This philosophy also allows each T/TAC to individualize services when responding to TA requests.

While the T/TACs appreciate the flexibility to individualize their services, they also requested that the VDOE provide additional guidance about effectively implementing services. Staff members at several T/TACs indicated that most guidance from the VDOE is not in depth and provides little specification. One staff member provided an example:

> The T/TACs were told this past summer that the State Improvement Plan goals needed to be considered when we planned our activities. But that's probably as close as we've gotten to receiving direction from the state.

A model of an effective TA system. Many T/TAC staff members suggested that the VDOE disseminate a promising model for providing technical assistance. However, they made it clear that this model should still allow for individualization of services. One staff member said, "I think it's okay if they provide us a model based on research about what's effective." Another staff member said, "A model would be great, but I want the teachers to have input into how the model will best help them."

Inter-T/TAC communication. T/TAC staff members requested more support from the VDOE to encourage and develop opportunities for inter-T/TAC communication and collaboration. One staff member said, "The T/TACs do collaborate at this level [site to site]. But there's no facilitation from the DOE. The agenda of T/TAC meetings needs to change. [Currently] the participants are the directors rather than specialists." Another T/TAC director agreed:

> I think Richmond could help us by having more retreats for all the T/TAC staff so we could have better inter-TAC collaboration. I go to Richmond all the time, but the specialists don't. It would be helpful to have front-line people talking to other front-line people.

Staff members felt that greater inter-T/TAC communication would reduce specialists' workload. It was suggested that if the T/TACs share workshop ideas and strategies for topics that all T/TACs cover, (i.e. functional behavioral assessment, positive behavioral supports, the Picture Exchange Communication System, assistive technology, SOL, etc.) specialists could devote more time and energy to developing other training initiatives. One staff member said:

> The T/TACs are realizing that we can profit from each other's work. There is a very open feeling among T/TACs. There is discussion at the state level now to provide greater coordination and greater integration without usurping the needs of individual regions and consequently individual school systems and teachers.

Another T/TAC specialist suggested that for increased collaboration to occur, "[the T/TACs] need to come together to talk and not be talked at. It's really just a matter of talking and building our plans together with the state." Another staff member suggested that, "there probably needs to be a state organization that helps us all develop the connections to facilitate more things together."

Align TA initiatives. T/TAC staff support the creation of a state-wide organization to support discussion across all technical assistance initiatives in the Commonwealth. T/TAC staff members suggested that the VDOE review and, if necessary, modify the goals, functions, and strategies for TA providers throughout the Commonwealth. One T/TAC staff member said, "The DOE has multiple technical assistance initiatives like little pinnacles all over the place. They all overlap and there's a lot of duplication of services." Another T/TAC staff member expressed concern about overburdening the T/TAC system saying, "There is this whole State Improvement Plan. And the T/TACs are going to help implement this plan by being a resource to anybody, anywhere, for anything."

Another staff member, concerned about how the T/TACs serve parents said:

> I think the biggest issue with the T/TAC is in the mission statement – it's parent involvement and how do we go about doing that. You have to figure out the way that's best for the child. But that takes an incredible amount of skill.

Other T/TAC staff members indicated a willingness to expand their service offerings by using established contacts and TA strategies. For example, staff in regions currently not offering the pilot expansion program to at-risk children expressed a desire to serve this population. One T/TAC director said:

> I think we have demonstrated a willingness and ability to be very responsive to the rapidly changing demands of our constituents. We are willing to take on new challenges. It would be useful to explore how to integrate diverse pots of money to facilitate that process proactively.

VDOE leadership. A couple of T/TAC staff members raised concerns about VDOE's diminished role in recent years. One director said, "We had really strong [support] at one time and lately it's really been difficult to find. The DOE doesn't give you directives. There is just not that leadership at the DOE anymore." Another staff member said, "[The program manager] has to do a lot of jobs: be our coordinator and help us determine the best way to analyze and report our information. Also, the number of staff has decreased."

Quantitative vs. qualitative data. T/TAC staff members expressed a desire and need to collect both quantitative and qualitative data about T/TAC services. One staff member summed up the feelings of many when she said:

> We try to do everything possible because we're counted. Services are counted by how many noses show up there. But systemic change is not about how many you change, it's about how sensitive you are and the quality of your follow-up.

Many staff members believe that they must systematically evaluate the outcomes resulting from the TA. One staff member explained: "There is a need for something besides just numbers." A staff member at one T/TAC said, "We don't follow-up to see how service delivery has changed. They might call and tell us but, we don't go back and track individual people."

Impact of the Pilot Expansion Program

Since July 1997, Regions 1&8 and 6&7 have been providing services to professionals who serve children who are disadvantaged or are at-risk for school failure. The Pilot Expansion Program supports the Virginia Early Intervention Reading Initiative, and enhances the success of at-risk students in their efforts to master the Virginia Standards of Learning (SOL).

Data collection activities. Information in this section was drawn from site visit interview transcripts as well as the consumer survey, which was mailed out to all regions in February, 1999. Survey respondents included 21 Title I coordinators, and 26 Title I teachers. The survey, which included questions about both special education and the Title I portion of the pilot expansion program, was sent to all regions. Each survey question was geared to professionals who are involved in the Title I portion of the pilot expansion program as well as those serving children with disabilities. Some questions specifically addressed professionals who work with children who are at-risk for school failure. Exhibit 4.1 displays those questions and the responses within and across regions.

Survey results. According to the survey data, Title I directors were the most satisfied with T/TAC's services in three areas presented in the Exhibit 4.1. That is, compared to

respondents in Regions 1&8 and 6&7, as well as respondents across all T/TACs, a larger percentage of Title I directors rated the areas positively (i.e. 'excellent' or 'good' and 'somewhat agree' or 'strongly agree'). Of the Title I directors 84.2% rated T/TACs' ability to help integrate Title I services, special education and general education as 'excellent' or 'good'. Additionally 100% of Title I directors 'strongly' or 'somewhat agreed' that T/TAC provides assistance that directly benefits children who are at-risk for failure. Seventy-five percent of Title I directors rated T/TACs' ability to increase the frequency with which Title I and general and special education teachers work together as 'excellent' or 'good.' Additional data are presented in Exhibit 4.1.

Exhibit 4.1

Survey Questions Regarding the Expansion Program and Percent of Response*

Survey Question	Respondent	Excellent	Good	Fair	Poor
T/TAC's ability to help the integration of Title I services, special education and general education.	**1 & 8**	31.3	49.3	11.9	7.5
	6 & 7	24.4	48.7	16.7	10.3
	All T/TACs	29.5	48.2	15.4	6.9
	Title I Directors	42.1	42.1	10.5	5.3
T/TAC has increased the frequency with which Title I and general and special education teachers work together.	**1 & 8**	23.4	43.8	14.1	18.8
	6 & 7	28.6	42.9	7.1	21.4
	All T/TACs	28.6	42.2	13.2	16.0
	Title I Directors	43.8	31.3	18.8	6.3

Survey Question	Respondent	Agree	Somewhat Agree	Somewhat Disagree	Disagree
T/TAC has provided assistance that directly benefits children who are at-risk for failure.	**1 & 8**	51.4	37.1	7.1	4.3
	6 & 7	40.2	44.3	9.3	6.2
	All T/TACs	51.3	38.5	5.3	4.8
	Title I Directors	57.9	42.1	*	*

*Source: Consumer survey data

Increased knowledge and use of curriculum and materials. Many professionals told about learning new strategies to work with students with behavioral problems and those at-risk for failure through various interactions with T/TAC. Regions 1&8 T/TAC staff members worked exclusively with second grade teachers from one school district, providing them with behavioral and instructional strategies for working with children who are at-risk. A school principal from Region 8 was delighted that teachers in his school learned alternatives to medication for children with behavior issues such as Attention Deficit Hyperactivity Disorder (ADHD): "They've given us some ways to manage children [with ADHD] other than Ritalin."

Increased knowledge and use of researched based instructional strategies. One teacher, served by the Region 8 T/TAC, learned several useful strategies at T/TAC workshops that worked well with all her students. She said "[The strategies] help a lot with discipline." For example, in this classroom, a covered shoebox was used as a "gripe box" which provided

children with a way to vent their feelings. When students were bothered by something, or thought of something that they wanted to change, they wrote their feelings on a slip of paper and inserted it into the covered shoebox. At a later time, the teacher discussed the "gripes" with her students. This same teacher also learned about "Mystery Motivator," another behavior management strategy that involves rewarding the children for good behavior daily. A calendar had the letter "m" written with an invisible marker on random days. At the end of the day, the teacher colored the spot on the calendar corresponding to the day with the "decoder" pen. If an "m" appeared, and all the children had demonstrated good behavior that day, the entire class received a prize. She commented that the strategy "is not as expensive as giving treats every day." This strategy motivated students to maintain appropriate behavior and encouraged positive behavioral changes among their peers.

Increased collaboration with other professionals. Professionals involved in the pilot expansion program in Regions 6&7 articulated the benefits of long-range planning. For example, 76.3% of the survey respondents 'strongly agreed' or 'somewhat agreed' that T/TAC staff provided long-term technical assistance to change how students eligible for Title I are educated. One professional praised the T/TAC staff's assistance in establishing collaboration between Head Start and the school district. The Title I director explained: "This is very significant because those two agencies would not be in the same room together before." The collaboration facilitated the transition of young children into kindergarten classes. Another Title I survey respondent, served by Regions 6&7 said that the T/TAC helped Title I and special education teachers: "work together by providing specific workshops on how to deal with students with disabilities."

Specific impacts on children at-risk. The Region 8 T/TAC implemented a long-range project for an entire school district that focused on reading strategies. The school board in this district passed a policy requiring that all children read on grade level by the fourth grade. Under this plan, children will be retained until their reading reaches the fourth grade level. The T/TAC also presents workshops for teachers and parents on topics such as: classroom behavior management, strategies for teaching reading, and how parents can support their child's education. Teachers realize that one or two years are needed before the impact of the training and assistance on achieving the school district's goals can be determined. However, teachers are pleased that they have more strategies for dealing with behavior issues because of the training. They believe that, as a result, they spend less time on behavior management and more time on instruction. Additionally, with greater parent participation, children learn that their parents value education.

Provided reinforcement and support for continued implementation of skills and strategies. T/TAC staff members continually support professionals through various activities, most often workshops. In Regions 6&7, the T/TAC staff developed three workshops in each region for personnel eligible for T/TAC services through the expansion program. Workshop topics, based on a needs assessment, were: emerging literacy, parent involvement, and use of portfolio assessment. One survey respondent, a Title I home-school coordinator served by Regions 6&7, said that the workshops: "Gave the teachers the confidence to do what we need to do."

Barriers to providing, and suggestions for improving, services. Services to Pilot

Expansion Program participants appear to be progressing well in Regions 1&8 and 6&7. Staff at each T/TAC are making efforts to improve the services that they provide to recipients of Pilot Expansion Program services. Nevertheless, professionals have suggested various ways of improving T/TAC's services. A survey respondent from Regions 6&7 suggested that T/TAC staff conduct focus groups of Title I and special education directors so that they can "react to their [T/TAC's] desired mission."

Geographic barriers present a challenge to some areas of the regions. The T/TACs have made accommodations to address these barriers. Regions 1&8 T/TACs hired a new technology specialist and allocated funding to technological improvement to reach out to rural areas. As a result, services such as mini-courses on the Internet and a compressed video network are being implemented to provide easier access to those in remote areas of Regions 1&8. Also, Regions 6&7 have added another employee, so that they currently have two persons serving the Pilot Expansion Program. This additional staff person makes the T/TAC more available, since the workload is currently spread among two employees.

Regions 1&8 and 6&7 are all presenting workshops to reach those involved in the Pilot Expansion Program. Regions 1&8 are utilizing the compressed video network to provide workshops in rural schools, immediately following the school day, so that they are more convenient for employees. Regions 6&7 have provided more workshops, library services, and information services to schools served by the Pilot Expansion program this year than any other year of operation.

5. Conclusions

This section presents the conclusions that emerge from the data presented in Section Four. The conclusions are framed by the original evaluation questions that appeared in Section Three.

Question 1. What services do T/TACs provide, and to what extent are those services provided within and across T/TAC regions?

T/TACs provide a variety of services that include: long-range planning, workshops, information dissemination, lending libraries that offer equipment and materials for short-term loans, and short-term consultations. Lending libraries are the most frequently used service offered by the T/TAC in each region, and receive the highest level of praise from the teachers. More and more students require assistive technology to achieve educational and social outcomes and to access the general education environment. Technological devices and materials support these outcomes. Teachers borrow equipment to find out if the devices are appropriate for the student. This most often occurs before requesting that the school district purchase the equipment. This is one of the most cost-effective services that T/TACs provide schools, districts, and children in the Commonwealth.

The second most frequently used service is information dissemination. This service is also highly rated by TA recipients who can request information on any topic. In response to the request, T/TAC staff provide books, articles, web addresses and other relevant information. These information services sometimes are provided as follow-up to a consultation or workshop. However, school personnel who have had no other contact with T/TAC may also request an information search on a specific topic. Information has been requested on a wide variety of topics including autism spectrum disorders, inclusion, and rare genetic disorders.

The third most used service is the short-term or episodic consultation. These consultations which are often limited to two or three visits (a) offer teachers strategies, materials, or equipment to use with one or more students in the classroom, and (b) model or suggest strategies that will increase the likelihood of students with disabilities achieving their specific educational outcomes.

Regions 1&8, 2&3, and 6&7 use a long-range planning model as a distinct service to implement the T/TAC mission. Systemic reform and capacity building are the cornerstones of this long-range planning model. T/TAC staff conduct a variety of activities that may involve planning meetings, workshops, and classroom demonstrations. Generally, personnel from each school or district engaged in long-range planning meet with the T/TAC staff monthly for at least one year. Examples of such initiatives include: positive behavior supports, secondary inclusion, preschool and secondary transition, and curricular modifications in the general education classroom. Long-range planning initiatives occur at the preschool, elementary, middle, and high school levels.

T/TAC staff usually initiate workshops on specific topics in response to frequent requests

from teachers. T/TAC staff invite teachers and other practitioners from the region to facilitate the workshops. Many workshops consist of more than one session. Teams of professionals from schools are encouraged to attend. These teams train additional professionals in their schools or district. Thus, workshops serve to build the capacity of professionals working with students with disabilities.

T/TAC staff perform the following services:

- Provide a variety of service delivery models for students with disabilities, often increasing their access to the general education environment and their non-disabled peers;
- Increase the capacity of professionals to use promising practices and strategies when working with the students; and
- Engage families in the students' educational program in school, the community, and home.

All of the services are offered within and across all regions.

Question 2. To what extent, and with what consistency are the T/TACs' services facilitating long-term systemic change and capacity-building?

Two major T/TAC activities facilitate long-term system change and capacity building: long-range planning initiatives and workshops. Through these two activities, the T/TACs are successfully building the capacity of school personnel to use research-based instructional strategies. Furthermore, these activities are designed so that those trained can train others in order to insure that personnel in all schools within the districts are aware of and are able to implement the strategies or models. Data to determine long-term educational or instructional effects of systems change and capacity building were not available, nor was assessment of such effects within the scope of this study. However, qualitative data show that a great amount of the T/TACs' resources, devoted to long-range planning and long-term workshops, are facilitating both systemic change and capacity-building.

Question 3. To what extent are the T/TACs making an impact on the following:

a. **Service delivery options for youth with disabilities.** As discussed above, T/TAC services have significantly increased the access that students with disabilities have to general education classrooms. Through various venues, the T/TACs disseminate information and knowledge about promising practice strategies for inclusive education, positive behavior supports, assistive technology, alternative forms of communication, content and process modifications, and school-based teams.

b. Social, educational, and behavioral outcomes of youth with disabilities. Students with disabilities interact more with their non-disabled peers. These interactions provide age-appropriate models for the students that are evidenced by increased academic performance and a decrease in inappropriate behaviors. Conversely, students without disabilities gain an understanding, tolerance for, and appreciation for the needs of students with disabilities. Communication strategies, which may or may not involve technology, often decrease students' frustration. This contributes to more frequent and appropriate interactions among students with disabilities, their peers, and teachers – both general and special education.

The influx of students diagnosed with autism spectrum disorders into the public school system demanded wide-scale dissemination and assistance of appropriate strategies for these students. T/TAC responded by marshaling all services to distribute information as quickly as possible. Workshops, information linkages, and materials and technology loan programs were maximized to help serve this population.

T/TACs in all regions appear to be responding proactively to the State Improvement Plan with regard to increasing academic achievement via SOL. Their primary focus is incorporating students with disabilities into the SOL-based curriculum. Workshops for both general and special education teachers and administrators help teachers learn and apply strategies for positive behavior supports, accommodations, curriculum modifications, and assessment for students with disabilities.

c. The number of personnel adequately trained to meet the needs of youth with disabilities. T/TAC staff have successfully increased the knowledge base of professionals in the following ways:

- Deepened knowledge of characteristics of youth with disabilities, especially in the area of autism, early childhood developmental delays, emotional disturbance, and students with mild disabilities who receive most of their education in the general classroom;
- Increased access to and availability of technology, including current, cutting-edge, low-cost forms of assistive technological devices;
- Increased knowledge and use of curriculum materials such as the Picture Exchange Communication System specifically designed to help students with disabilities achieve academic, social, and behavioral outcomes;
- Increased knowledge and use of research-based instructional strategies to maximize teaching and learning opportunities for the students. Several T/TACs emphasize aligning the IEP goals with the SOL, and positive behavior supports alignment with Virginia's safe school initiative;
- Increased knowledge and use of assessment strategies including Functional Behavioral Assessments and technology assessments; and

- Increased collaboration with other professionals in school, across the district, and other agencies. T/TAC staff emphasize establishing school-based teams. In doing so, they model team-building models and processes that provide a structure and process to maintain the team after T/TAC services conclude.

Four additional conclusions emerged from the findings. The first is that teachers contend that all knowledge and strategies obtained from the T/TAC have immediate and useful applicability to the classroom and specific students. Often, general education teachers spoke about using strategies designed for students with disabilities with non-disabled students. Second, teachers and other staff praised the follow-up services initiated by the T/TAC staff. The follow-up occurs after consultations or workshops. Thus, implementation assistance is provided for the new knowledge, materials, or information disseminated through the various T/TAC services. Third, professionals in rural areas spoke about how visits from the T/TAC staff and other T/TAC activities decreased the isolation they experience. Finally, short-term consultations often provide an opportunity for the T/TAC staff to reinforce the positive strategies and classroom management of the teacher. This increases the teachers' or professionals' confidence and is a motivating factor to face the challenges presented by students with disabilities.

d. Policies and guidelines that increase the effectiveness and appropriateness of services for youth with disabilities. Data indicated that the T/TAC's have very little influence on district policies and guidelines. This may be due, in large part, to the well documented findings that policy change occurs over a three to five year period.

e. The number of families empowered to participate fully in their child's education*. T/TACs emphasize the families' role in the students' educational program and encourage schools to invite families to participate in workshops, short-term consultations, and other T/TAC-sponsored activities. Families' involvement may entail:

- Families serving as members of the consultation team when their child is involved in a child-specific consultation;

- T/TAC staff accompanying a professional on a home visit to help the parents with a young child's communication, eating, and feeding problems;

- Parents attending a T/TAC sponsored workshop alone or, with a teacher, or as part of a school team;

- T/TAC information services staff helping families access services from

* Although T/TACs are not directly charged with empowering families to fully participate in their child's education, it was suggested by stakeholders that T/TAC services to personnel may indirectly produce increased family involvement. Both research and federal special education legislation cite the positive aspects of encouraging and empowering parents to participate, as members of the IEP or IFSP teams, in their child's educational program. Therefore, the evaluators addressed data collection around family participation.

other agencies or referring them to additional information sources; and

- Working with the teacher and family to ensure that any interventions or strategies also are generalized to and used in the home and community.

T/TAC staff were reluctant to fully discuss work with families. Many contend that family involvement is part of working with school, child, and team. However, there appeared to be a need for services to families beyond the T/TAC's personnel development mission or within the scope of the human resource capacity of the T/TAC.

Question 4. To what extent are the T/TACs' services meeting the needs of the school districts and personnel to serve students with disabilities?

T/TACs are a cost-effective mechanism to serve professionals in a given regional area. Professional and administrators expressed satisfaction with the 'new' T/TAC system. That is, each T/TAC now serves all disabilities, unlike the previous system in which a T/TAC would address a specific disabling condition or age group. Several professionals continue to maintain relationships and work with staff from the T/TAC that previously served their region. This is most often due to the geographic location of the T/TAC and the professionals' home or workplace.

With the addition of new staff, each T/TAC has expanded the number of specialists. The increase in staff provides more in-house expertise across a broad range of topics. Hiring more full time staff creates a more stable and coherent pool of professionals available to the regions. Moreover, the T/TACs' capacity is strengthened and there is less need for hiring consultants, which is very costly. Many teachers told how T/TAC services supplement skills and knowledge received in preservice training programs. Additionally, there appears to be a dearth of staff development occurring in the school districts, and the T/TAC fills that void.

Lastly, the more T/TAC staff members train school and district-based professionals, the more they are building the capacity of schools, regions, and the T/TAC network. These professionals not only assist others in the school district, but also conduct workshops for the T/TAC.

Question 5: To what extent are the T/TACs' services meeting the needs of the school districts and personnel to serve students at-risk for school failure?

The pilot expansion program was in the second year of implementation during the data collection period of this study. As previously discussed, Regions 1&8 and 6&7 piloted the expansion program. At this point in the implementation phase, services appear to be impacting only a small segment of the personnel serving students at-risk for failure. Most of these personnel include general education teachers with children eligible for Title 1 services in the classroom and Head Start personnel. However, personnel and administrators receiving expansion program services expressed a high level of satisfaction with the services and the T/TAC staff. The SOL

are a major concern for these individuals and the modifications and strategies obtained from T/TAC personnel are greatly appreciated.

The expansion program is a natural extension for the T/TACs because the T/TAC service delivery process within each region is already in place to provide assistance to personnel serving students with special needs within schools and agencies. Additionally, much of the content in workshops and long-term planning initiatives are appropriate and useful for both the general and special educator. Most strategies designed for students with disabilities also are appropriate for students at-risk. Moreover, personnel serving the at-risk population are in need of assistance. Administrators from regions not participating in the pilot believe that such a program would significantly add to the services available to teachers in their area. Question 6 addresses some barriers encountered by the T/TAC staff during the pilot program.

Question 6. What factors hinder or facilitate the extent to which the T/TACs function?

Several factors facilitate the extent to which T/TACs function. First, most T/TAC staff worked in the school districts that they now serve. This experience and familiarity with the culture, values, and organization of the district brings the highest level of credibility to their positions. Second, the compassion, expertise, and knowledge of each T/TAC staff member received positive recognition throughout the Commonwealth. The staff approach all activities in a non-threatening manner that fosters trust and respect. Third, the dedication of T/TAC staff is apparent in descriptions of their work from TA respondents and the staff themselves. Requests for assistance and corresponding TA activities have increased steadily since the inception of the T/TACs almost three years ago. As discussed in Section Two of this report, budget increases reflect the need for additional support and resources.

Conversely, a large initiative such as the T/TAC is hindered by several factors. The first, and most important factor is lack of knowledge about the T/TAC system and the services offered. Many professionals learned about T/TAC through peers or administrators. Additionally, survey data showed that many teachers, both in general and special education, are not aware of the T/TAC services. Each T/TAC disseminates newsletters; however, there is often not a systematic method for determining the distribution of the newsletters, and newsletters are not disseminated to every school or teacher. Mailing lists often consist of workshop participants, professionals, parents, or organizations with whom T/TAC staff interact.

Second, there was some criticism about communication with T/TAC staff. Many professionals expressed frustration with receiving a voice mail or recording when calling the T/TACs. This frustration may be due in part to the professionals' limited access to a telephone and limited opportunities to call for assistance. TA recipients would prefer 'a real person' to talk with when making the initial call for TA.

Third, access to workshops and library services is an important issue for those not geographically located near a T/TAC. Attending workshops after school or visiting the libraries to preview materials and equipment is often a challenge due to travel and time constraints. Some T/TACs take materials to the rural districts, rotate workshop locations to limit the traveling time

for rural residents, and use video conferencing to disseminate workshops to increase access to services.

Fourth, it was apparent through the data collection period that T/TACs in the various regions conducted workshops on similar topics, and encountered the same issues. However, T/TAC staff had very few opportunities to exchange information about these common events, topics and activities. A forum, or other opportunity to convene around similar topics, may prevent a duplication of materials and efforts across all T/TACs. Related to this, is the coordination among T/TACs for responding to the various reform initiatives within the Commonwealth, and coordination with the Best Practice Centers. Some T/TAC staff feel that the VDOE views T/TACs as a coordinating body for these initiatives, without additional support.

Fifth, traditionally, T/TACs submit annual reports that include quantitative data to demonstrate the extent of services provided. In the past two years, both the VDOE and the T/TACs have refined the definitions of services provided and data collection and management services. Most T/TACs report that systems are now compatible with the requirements. However, these data do not measure the outcomes of the services provided. T/TACs collect little data to ascertain the intermediate and long-term use and benefits of the technical assistance. Collecting, analyzing, and reporting such data is both time-consuming and costly. T/TAC staff feel that without additional resources and expertise, collecting these data would mean sacrificing services.

Sixth, services to personnel who serve students at-risk for failure are impeded for several reasons. T/TAC staff contend that there is no documentation that identifies schools or programs within their region. Therefore, reaching out and targeting services to those programs is difficult. Traditionally, the TAC and T/TAC systems served only students with disabilities. Many teachers and administrators are not aware of the expansion program and the services available to them. Finally, coordination among these various programs for at-risk students is difficult. Many problems are embedded in historical practices. One administrator praised the T/TAC staff for bringing two different agencies together at a meeting. He said that the two agencies never attended the same meeting or coordinated efforts. Thus, the T/TAC is penetrating a service system that requires building a coordinated infrastructure. Coordinating communication, accessing Title 1 programs, and disseminating information about the available services are the essence of the work in the first two years of the pilot program. Once this occurred, the T/TACs conducted workshops and provided other services that meet the professionals' needs.

Question 7. How can the T/TACs be refined to maximize services to the intended population?

The following should be considered by the VDOE administrators and T/TAC staff to maximize services:

- The benefits of long-range planning initiatives are well documented in the literature. All T/TACs should establish processes to provide long-range assistance through a LRP model to build the capacity of schools and districts to make systemic changes in the way students with disabilities are served. Several regions have institutionalized

long-term planning initiatives that can serve as a model for other T/TACs to adopt.

- Increasing the awareness about the T/TACs' services is challenging and costly. That is, to widely disseminate information that publicizes the services of the T/TAC will require nontraditional mechanisms. The benefits of the nontraditional dissemination methods is not known; however, all data show that many in the Commonwealth do not know about the T/TACs. As more professionals access T/TAC services, additional resources will be needed. This presents a 'double-edge sword' effect — increasing awareness and the level of services provided will require increased resources and support.

- Teachers and school personnel are not in a traditional work environment with continuous access to telephones and numerous opportunities to seek and request assistance. T/TACs may want to consider this in staffing configurations. Having a knowledgeable person answering the telephone will make the T/TAC system more user-friendly.

- T/TACs should continue to use nontraditional mechanisms to increase access to T/TAC services. Distance learning literature provides several promising models to reach a rural population. Additionally, the T/TACs or the VDOE should explore funding from untapped federal sources for distance learning. For example, the National Institute for Standards and Technology (NIST) provides grants for school districts to use technology for disseminating information to rural areas.

- Duplication of efforts across T/TACs and other technical assistance providers in the Commonwealth does not contribute to the effectiveness of the various initiatives. The VDOE should engage in creating forums for (a) all T/TAC staff, not just the principal investigators and project directors, to engage in continuous planning sessions that focus on cross-region topics, and (b) coordinate the efforts of all technical assistance initiatives to equalize the burden and avoid duplication of services among all.

- T/TACs should consider multiple data collection methods. The quantitative data currently collected do little to determine the extent of use and usefulness of the services provided. To make this a viable T/TAC activity, a specific percentage of the T/TACs' budget should be earmarked for collecting, analyzing, and reporting these data.

- There is insufficient evidence to recommend either discontinuing or expanding the pilot expansion program. Rather, implementation of the pilot expansion program should be continued in Regions 1&8 and 6&7. The extension will provide additional time to (a) conduct a more extensive evaluation of the implementation issues, and (b) develop and refine a model that will help other regions overcome problems identified in the implementation of the initial pilot. Additional data about the impact of the pilot program on students and teachers should be collected in approximately 12 to 18 months.

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Appendix A

TELEPHONE INTERVIEW PROTOCOL

TELEPHONE PROTOCOL: T/TAC PROJECT DIRECTORS

Region Number_____
Organizaton_____
Grantee_____Subcontractor_____
Name_____
Title_____
Phone Number_____
Fax Number_____
E-Mail_____

Introduction: Explain that the answers to these questions will guide the development of survey questions and the types of data collection activities during the site visit.

1. **What are the social, political, and economic characteristics of the region the T/TAC serves? (Probe for how that influences what and how the services are provided)**

2. **What is your staffing pattern and what percentage of time does each person devote to the T/TAC?**

   Position **% of time devoted to T/TAC**

3. **What are the T/TACs primary awareness or outreach activities?**

4. **What are the three most frequent services that the T/TACs provide?**

5. **Who are the three most frequent recipients of the T/TAC's services?**

6. **In what capacity do you serve families and parents? (Probe for issues in serving families.)7. How does your T/TAC collaborate:**
   - **a. with the other T/TAC within your collaborative**
   - **b. with other T/TACs**
   - **c. with which other organizations, groups, or institutions does the T/TAC collaborate? (Probe for IHEs, HBCUs, advocacy groups, specific LEAs)**

8. **What are some factors that influence the extent to which the collaboration/s are successful? (Probe for specific issues with each type of collaboration)**

9. **What specific T/TAC activities are focused on (Note: probe for disability area, specific unit of change --classroom, school, LEA, student, and type of capacity building or change)**
   - **a. capacity building**
   - **b. systems change**

10. **What are some of the challenges in providing services through the T/TAC?**

Appendix B

SITE VISIT PROTOCOL

VIRGINIA T/TAC EVALUATION

SITE VISIT INTERVIEW PROTOCOL

Region _____
Name _____
School Division _____
School or Organization _____
Position _____
Phone _____
E-mail _____

1. Site specific questions:
   A.

   B.

   C.

   D.

   E.

2. In the past two years how has the T/TAC facilitated changes in the following areas on Table 1? (Probe for specific school divisions, names, and contact information)

Outcome	Youth with Disabilities
a. Youths' social, educational, and behavioral outcomes	
b. Service delivery options in school buildings	
c. Personnel adequately trained in various teaching and learning strategies	
d. Policies and guidelines to increase the effectiveness and appropriateness of services at the local school division level	
e. Number of families empowered to participate fully in their child's education?	

3. What are some of the barriers and facilitators to meeting the needs of personnel? (*in the school divisions you are not serving? **T/TACs only***)

4. What are the positive and negative aspects of the assistance and support provided by VDOE? ***(T/TACs only)***

5. How can the T/TACs be refined to maximize services to the intended population/s? (i.e. teachers, special education teachers, students with disabilities, etc.)

6. 6a. What services have you received from the T/TAC?

6b. To what extent are those services provided within and across the T/TAC region?

Appendix C

SURVEY

VIRGINIA EDUCATION PERSONNEL SURVEY

SERVICES PROVIDED BY THE VIRGINIA DEPARTMENT OF EDUCATION TRAINING AND TECHNICAL ASSISTANCE CENTERS (T/TACS)

HDI
University of Kentucky
Human Development Institute

Instructions: Please circle the most accurate response to each question that follows. Your participation is greatly appreciated.

1. What is your primary professional role?

1. special education teacher
2. general education teacher
3. related services professional
4. Title I teacher
5. Title I coordinator
6. school-based administrator
7. local education division director of special education
8. administrator of a state-operated program
9. teacher in a state-operated program
10. parent
11. other (please specify) _____

2. School division or county in which you work:

_____

3. Please check (✔) how often you have used each of the following T/TAC services in the last year :

	Once	2-4 times	5-8 times	More than 8 times
Workshops				
Consultations				
Library & Materials				

4. In the past two years, I have requested assistance from the T/TACs for (circle all that apply):

1. a specific child in my classroom
2. a specific classroom or teacher in my school
3. a specific school
4. a specific educational strategy or intervention
5. a local education division
6. materials
7. equipment
8. other (please specify) _____

5. Please circle the number corresponding to how you would rate the quality of each of the following T/TAC services:

	Excellent	Good	Fair	Poor	Don't Know	Not Applicable
Dissemination of information about T/TAC services	1	2	3	4	8	9
Consultation and technical assistance for a specific child	1	2	3	4	8	9
Workshops or training activities	1	2	3	4	8	9
Workshops or training for a **team** from a school or school division	1	2	3	4	8	9
Lending library for materials or equipment	1	2	3	4	8	9
Facilitating long-term change for school divisions or schools	1	2	3	4	8	9
Timely responses to information or equipment requests	1	2	3	4	8	9
Referrals to other resources	1	2	3	4	8	9
Providing best practice information about specific educational strategies	1	2	3	4	8	9
Web page	1	2	3	4	8	9
Increasing the number of inclusive environments for youth with disabilities	1	2	3	4	8	9
Newsletter	1	2	3	4	8	9
Helping general education teachers accommodate youth with disabilities in the general education classroom	1	2	3	4	8	9
Helping the integration of Title I services, special education and general education	1	2	3	4	8	9
Toll-free 800 number	1	2	3	4	8	9
Increasing collaboration among schools and other community services	1	2	3	4	8	9

6. Please circle the number corresponding to your level of agreement with each of the following statements:
In the past two years the T/TAC has. . .

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Not Applicable
Accurately assessed my technical assistance needs	1	2	3	4	8	9
Informed me of best practices	1	2	3	4	8	9
Provided long-term technical assistance to change how youth with disabilities or students eligible for Title I services are educated	1	2	3	4	8	9
Provided linkages with other resources that offer additional assistance	1	2	3	4	8	9
Coordinated visits to exemplary schools or classrooms	1	2	3	4	8	9
Provided the technical assistance necessary to increase my knowledge and skills	1	2	3	4	8	9
Increased the capacity of the school or local education division to provide better support to teachers	1	2	3	4	8	9
Employed staff who are highly skilled in the requested topic	1	2	3	4	8	9
Adhered to timelines and deadlines	1	2	3	4	8	9
Provided assistance that directly benefits a specific child with a disability	1	2	3	4	8	9
Provided follow-up to a consultation on a specific child	1	2	3	4	8	9

6. In the past two years the T/TAC has. . .

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know	Not Applicable
Provided equipment that would assist a specific child or group of children	1	2	3	4	8	9
Helped to create or maintain an inclusive environment for a specific child	1	2	3	4	8	9
Provided technical assistance that couldn't be obtained elsewhere	1	2	3	4	8	9
Provided consultants who are highly skilled in the requested topic	1	2	3	4	8	9
Provided follow-up assistance or sessions after workshops	1	2	3	4	8	9
Provided assistance that directly benefits children who are at-risk for failure	1	2	3	4	8	9
Helped to increase the presence of families on school teams	1	2	3	4	8	9
Maintained a library with state-of-the art information and technology	1	2	3	4	8	9
Helped a school or local education division provide more inclusive environments for youth with disabilities	1	2	3	4	8	9
Helped integrate the services provided by both special and general education	1	2	3	4	8	9

7. Please circle the number corresponding to your perception of the overall job the T/TAC has done with each of the following services:

	Excellent	Good	Fair	Poor	Don't Know	Not Applicable
Improve services for children and youth with disabilities in inclusive environments	1	2	3	4	8	9
Increase the knowledge and skills of special education professionals and related services personnel	1	2	3	4	8	9
Increase the awareness of youth with disabilities among general education administrators	1	2	3	4	8	9
Increase the knowledge and skills of general education professionals to accommodate youth with disabilities in their classrooms	1	2	3	4	8	9
Increase the frequency that families are an integral part of the school team	1	2	3	4	8	9
Increase the skills and knowledge of administrators and staff in State Operated Programs	1	2	3	4	8	9
Improve services for children and youth who are at-risk for school failure	1	2	3	4	8	9
Increase the frequency with which Title I and general and special education teachers work together	1	2	3	4	8	9
Improve the quality of life for youth with disabilities	1	2	3	4	8	9
Provide long-term technical assistance for the purpose of improving the whole educational system rather then focusing on one child or a group of children	1	2	3	4	8	9
Promote the use of technology throughout the local school division	1	2	3	4	8	9
Supplement the assistance provided by the staff of theVirginia State Department of Education	1	2	3	4	8	9

8. **Please provide a specific example of how the T/TAC has helped to change the way you, your school, or school division serve youth with disabilities and/or youth who are disadvantaged and at-risk for school failure.**

9. **What are the major strengths of the T/TAC serving your school division?**

10. **What specific refinements would help to make the T/TAC a more useful training and technical assistance system?**

(Please feel free to attach additional pages for responses if necessary)

Thank You!

for your assistance with this project. Please return this survey to the Survey Research Center in the envelope provided.

Return to:
Survey Research Center
403 Breckinridge Hall
University of Kentucky
Lexington, KY 40506

Appendix D

SURVEY DATA TABULATIONS

Survey Data Tabulations

What is your primary professional role?

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	SPECIAL EDUCATION TEACHER	2	6.3	6.5	6.5
		TITLE I TEACHER	1	3.1	3.2	9.7
		TITLE I COORDINATOR	18	56.3	58.1	67.7
		SCHOOL-BASED ADMINISTRATOR	1	3.1	3.2	71.0
		LOCAL ED DIVISION DIRECTOR, SPECIAL ED	5	15.6	16.1	87.1
		ADMINISTRATOR OF STATE-OPERATED PROGRAM	2	6.3	6.5	93.5
		OTHER	2	6.3	6.5	100.0
		Total	31	96.9	100.0	
	Missing	BLANK	1	3.1		
	Total		32	100.0		
Title I Directors	Valid	SPECIAL EDUCATION TEACHER	3	2.7	2.7	2.7
		GENERAL EDUCATION TEACHER	1	.9	.9	3.6
		RELATED SERVICES PROFESSIONAL	2	1.8	1.8	5.5
		TITLE I COORDINATOR	2	1.8	1.8	7.3
		SCHOOL-BASED ADMINISTRATOR	2	1.8	1.8	9.1
		LOCAL ED DIVISION DIRECTOR, SPECIAL ED	79	70.5	71.8	80.9
		ADMINISTRATOR OF STATE-OPERATED PROGRAM	9	8.0	8.2	89.1
		TEACHER IN STATE-OPERATRED PROGRAM	1	.9	.9	90.0
		OTHER	11	9.8	10.0	100.0
		Total	110	98.2	100.0	
	Missing	BLANK	2	1.8		
	Total		112	100.0		

What is your primary professional role?

			Frequency	Percent	Valid Percent	Cumulative Percent
Other Personnel	Valid	SPECIAL EDUCATION TEACHER	507	58.3	58.7	58.7
		GENERAL EDUCATION TEACHER	17	2.0	2.0	60.6
		RELATED SERVICES PROFESSIONAL	70	8.0	8.1	68.8
		TITLE I TEACHER	25	2.9	2.9	71.6
		TITLE I COORDINATOR	1	.1	.1	71.8
		SCHOOL-BASED ADMINISTRATOR	78	9.0	9.0	80.8
		LOCAL ED DIVISION DIRECTOR, SPECIAL ED	19	2.2	2.2	83.0
		ADMINISTRATOR OF STATE-OPERATED PROGRAM	5	.6	.6	83.6
		TEACHER IN STATE-OPERATRED PROGRAM	7	.8	.8	84.4
		PARENT	1	.1	.1	84.5
		OTHER	134	15.4	15.5	100.0
		Total	864	99.3	100.0	
	Missing	BLANK	6	.7		
	Total		870	100.0		

Other professional role

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	INSTRUCTIONAL SPECIALIST	1	3.1	50.0	50.0
		MISCELLANEOUS	1	3.1	50.0	100.0
		Total	2	6.3	100.0	
	Missing	BLANK-NONE	4	12.5		
		System	26	81.3		
		Total	30	93.8		
	Total		32	100.0		
Title I Directors	Valid	INSTRUCTIONAL SPECIALIST	1	.9	8.3	8.3
		MISCELLANEOUS	11	9.8	91.7	100.0
		Total	12	10.7	100.0	
	Missing	BLANK-NONE	3	2.7		
		System	97	86.6		
		Total	100	89.3		
	Total		112	100.0		
Other Personnel	Valid	SPEECH THERAPIST-PATHOLOGIST	24	2.8	17.9	17.9
		GUIDANCE COUNSELOR-SCHOOL PSYCHOLOGIST	10	1.1	7.5	25.4
		TEACHER'S AIDE-ASSISTANT	41	4.7	30.6	56.0
		OTHER THERAPIST	10	1.1	7.5	63.4
		INSTRUCTIONAL SPECIALIST	7	.8	5.2	68.7
		HUMAN RESOURCES	1	.1	.7	69.4
		SOCIAL WORKER	3	.3	2.2	71.6
		EARLY INTERVENTION	5	.6	3.7	75.4
		MISCELLANEOUS	33	3.8	24.6	100.0
		Total	134	15.4	100.0	
	Missing	BLANK-NONE	26	3.0		
		System	710	81.6		
		Total	736	84.6		
	Total		870	100.0		

Workshops

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	ONCE	5	15.6	19.2	19.2
		2-4 TIMES	17	53.1	65.4	84.6
		5-8 TIMES	3	9.4	11.5	96.2
		MORE THAN 8 TIMES	1	3.1	3.8	100.0
		Total	26	81.3	100.0	
	Missing	BLANK	6	18.8		
	Total		32	100.0		
Title I Directors	Valid	ONCE	8	7.1	8.4	8.4
		2-4 TIMES	65	58.0	68.4	76.8
		5-8 TIMES	14	12.5	14.7	91.6
		MORE THAN 8 TIMES	8	7.1	8.4	100.0
		Total	95	84.8	100.0	
	Missing	BLANK	17	15.2		
	Total		112	100.0		
Other Personnel	Valid	ONCE	260	29.9	46.4	46.4
		2-4 TIMES	253	29.1	45.2	91.6
		5-8 TIMES	37	4.3	6.6	98.2
		MORE THAN 8 TIMES	10	1.1	1.8	100.0
		Total	560	64.4	100.0	
	Missing	BLANK	310	35.6		
	Total		870	100.0		

Consultations

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	ONCE	3	9.4	21.4	21.4
		2-4 TIMES	7	21.9	50.0	71.4
		5-8 TIMES	2	6.3	14.3	85.7
		MORE THAN 8 TIMES	2	6.3	14.3	100.0
		Total	14	43.8	100.0	
	Missing	BLANK	18	56.3		
	Total		32	100.0		
Title I Directors	Valid	ONCE	6	5.4	6.2	6.2
		2-4 TIMES	59	52.7	60.8	67.0
		5-8 TIMES	19	17.0	19.6	86.6
		MORE THAN 8 TIMES	13	11.6	13.4	100.0
		Total	97	86.6	100.0	
	Missing	BLANK	15	13.4		
	Total		112	100.0		
Other Personnel	Valid	ONCE	145	16.7	42.2	42.2
		2-4 TIMES	162	18.6	47.1	89.2
		5-8 TIMES	31	3.6	9.0	98.3
		MORE THAN 8 TIMES	6	.7	1.7	100.0
		Total	344	39.5	100.0	
	Missing	BLANK	526	60.5		
	Total		870	100.0		

Library and materials

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	ONCE	5	15.6	29.4	29.4
		2-4 TIMES	9	28.1	52.9	82.4
		5-8 TIMES	2	6.3	11.8	94.1
		MORE THAN 8 TIMES	1	3.1	5.9	100.0
		Total	17	53.1	100.0	
	Missing	BLANK	15	46.9		
	Total		32	100.0		
Title I Directors	Valid	ONCE	9	8.0	11.0	11.0
		2-4 TIMES	45	40.2	54.9	65.9
		5-8 TIMES	16	14.3	19.5	85.4
		MORE THAN 8 TIMES	12	10.7	14.6	100.0
		Total	82	73.2	100.0	
	Missing	BLANK	30	26.8		
	Total		112	100.0		
Other Personnel	Valid	ONCE	142	16.3	32.3	32.3
		2-4 TIMES	217	24.9	49.4	81.8
		5-8 TIMES	50	5.7	11.4	93.2
		MORE THAN 8 TIMES	30	3.4	6.8	100.0
		Total	439	50.5	100.0	
	Missing	BLANK	431	49.5		
	Total		870	100.0		

Other

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	2-4 TIMES	3	9.4	60.0	60.0
		5-8 TIMES	2	6.3	40.0	100.0
		Total	5	15.6	100.0	
	Missing	BLANK	27	84.4		
	Total		32	100.0		
Title I Directors	Valid	ONCE	1	.9	7.7	7.7
		2-4 TIMES	4	3.6	30.8	38.5
		5-8 TIMES	4	3.6	30.8	69.2
		MORE THAN 8 TIMES	4	3.6	30.8	100.0
		Total	13	11.6	100.0	
	Missing	BLANK	99	88.4		
	Total		112	100.0		
Other Personnel	Valid	ONCE	26	3.0	37.1	37.1
		2-4 TIMES	34	3.9	48.6	85.7
		5-8 TIMES	6	.7	8.6	94.3
		MORE THAN 8 TIMES	4	.5	5.7	100.0
		Total	70	8.0	100.0	
	Missing	BLANK	800	92.0		
	Total		870	100.0		

A specific child in my classroom

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	NO	28	87.5	87.5	87.5
		YES	4	12.5	12.5	100.0
		Total	32	100.0	100.0	
Title I Directors	Valid	NO	73	65.2	65.2	65.2
		YES	39	34.8	34.8	100.0
		Total	112	100.0	100.0	
Other Personnel	Valid	NO	602	69.2	69.2	69.2
		YES	268	30.8	30.8	100.0
		Total	870	100.0	100.0	

A specific classroom or teacher in my school

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	NO	23	71.9	71.9	71.9
		YES	9	28.1	28.1	100.0
		Total	32	100.0	100.0	
Title I Directors	Valid	NO	59	52.7	52.7	52.7
		YES	53	47.3	47.3	100.0
		Total	112	100.0	100.0	
Other Personnel	Valid	NO	779	89.5	89.5	89.5
		YES	91	10.5	10.5	100.0
		Total	870	100.0	100.0	

A specific school

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	NO	26	81.3	81.3	81.3
		YES	6	18.8	18.8	100.0
		Total	32	100.0	100.0	
Title I Directors	Valid	NO	83	74.1	74.1	74.1
		YES	29	25.9	25.9	100.0
		Total	112	100.0	100.0	
Other Personnel	Valid	NO	819	94.1	94.1	94.1
		YES	51	5.9	5.9	100.0
		Total	870	100.0	100.0	

A specific educational strategy or intervention

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	NO	19	59.4	59.4	59.4
		YES	13	40.6	40.6	100.0
		Total	32	100.0	100.0	
Title I Directors	Valid	NO	37	33.0	33.0	33.0
		YES	75	67.0	67.0	100.0
		Total	112	100.0	100.0	
Other Personnel	Valid	NO	597	68.6	68.6	68.6
		YES	273	31.4	31.4	100.0
		Total	870	100.0	100.0	

A local education division

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	NO	27	84.4	84.4	84.4
		YES	5	15.6	15.6	100.0
		Total	32	100.0	100.0	
Title I Directors	Valid	NO	78	69.6	69.6	69.6
		YES	34	30.4	30.4	100.0
		Total	112	100.0	100.0	
Other Personnel	Valid	NO	835	96.0	96.0	96.0
		YES	35	4.0	4.0	100.0
		Total	870	100.0	100.0	

Materials

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	NO	18	56.3	56.3	56.3
		YES	14	43.8	43.8	100.0
		Total	32	100.0	100.0	
Title I Directors	Valid	NO	42	37.5	37.5	37.5
		YES	70	62.5	62.5	100.0
		Total	112	100.0	100.0	
Other Personnel	Valid	NO	522	60.0	60.0	60.0
		YES	348	40.0	40.0	100.0
		Total	870	100.0	100.0	

Equipment

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	NO	26	81.3	81.3	81.3
		YES	6	18.8	18.8	100.0
		Total	32	100.0	100.0	
Title I Directors	Valid	NO	67	59.8	59.8	59.8
		YES	45	40.2	40.2	100.0
		Total	112	100.0	100.0	
Other Personnel	Valid	NO	707	81.3	81.3	81.3
		YES	163	18.7	18.7	100.0
		Total	870	100.0	100.0	

Other

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	NO	26	81.3	81.3	81.3
		YES	6	18.8	18.8	100.0
		Total	32	100.0	100.0	
Title I Directors	Valid	NO	89	79.5	79.5	79.5
		YES	23	20.5	20.5	100.0
		Total	112	100.0	100.0	
Other Personnel	Valid	NO	760	87.4	87.4	87.4
		YES	110	12.6	12.6	100.0
		Total	870	100.0	100.0	

Blank

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	NO	28	87.5	87.5	87.5
		YES	4	12.5	12.5	100.0
		Total	32	100.0	100.0	
Title I Directors	Valid	NO	110	98.2	98.2	98.2
		YES	2	1.8	1.8	100.0
		Total	112	100.0	100.0	
Other Personnel	Valid	NO	660	75.9	75.9	75.9
		YES	210	24.1	24.1	100.0
		Total	870	100.0	100.0	

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Other

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	WORKSHOPS-CONFERENCES	1	3.1	16.7	16.7
		SPEAKERS-LECTURES	2	6.3	33.3	50.0
		INSERVICE TRAINING-OTHER TRAINING	2	6.3	33.3	83.3
		MISCELLANEOUS	1	3.1	16.7	100.0
		Total	6	18.8	100.0	
	Missing	System	26	81.3		
	Total		32	100.0		
Title I Directors	Valid	WORKSHOPS-CONFERENCES	3	2.7	15.0	15.0
		INSERVICE TRAINING-OTHER TRAINING	3	2.7	15.0	30.0
		NEEDED INFO-GENERAL	1	.9	5.0	35.0
		MISCELLANEOUS	13	11.6	65.0	100.0
		Total	20	17.9	100.0	
	Missing	System	89	79.5		
		UNCODEABLE	1	.9		
		BLANK-NONE	2	1.8		
		Total	92	82.1		
	Total		112	100.0		
Other Personnel	Valid	WORKSHOPS-CONFERENCES	10	1.1	13.2	13.2
		INSERVICE TRAINING-OTHER TRAINING	6	.7	7.9	21.1
		NEEDED INFO-GENERAL	18	2.1	23.7	44.7
		SOFTWARE COMPUTER-TECHNOLOGY	6	.7	7.9	52.6
		COMPUTER TRAINING	2	.2	2.6	55.3
		MISCELLANEOUS	34	3.9	44.7	100.0
		Total	76	8.7	100.0	
	Missing	System	759	87.2		
		UNCODEABLE	12	1.4		
		BLANK-NONE	23	2.6		
		Total	794	91.3		
	Total		870	100.0		

Dissemination of information about T/TAC services

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	15	46.9	50.0	50.0
		GOOD	11	34.4	36.7	86.7
		FAIR	3	9.4	10.0	96.7
		POOR	1	3.1	3.3	100.0
		Total	30	93.8	100.0	
	Missing	DK	1	3.1		
		NA	1	3.1		
		Total	2	6.3		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	76	67.9	69.7	69.7
		GOOD	29	25.9	26.6	96.3
		FAIR	4	3.6	3.7	100.0
		Total	109	97.3	100.0	
	Missing	DK	1	.9		
		NA	1	.9		
		Total	3	2.7		
		BLANK	1	.9		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	345	39.7	43.6	43.6
		GOOD	325	37.4	41.0	84.6
		FAIR	82	9.4	10.4	94.9
		POOR	40	4.6	5.1	100.0
		Total	792	91.0	100.0	
	Missing	DK	42	4.8		
		NA	15	1.7		
		Total	78	9.0		
		BLANK	21	2.4		
	Total		870	100.0		

Consultation and technical assistance for a specific child

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	4	12.5	30.8	30.8
		GOOD	8	25.0	61.5	92.3
		FAIR	1	3.1	7.7	100.0
		Total	13	40.6	100.0	
	Missing	BLANK	2	6.3		
		DK	6	18.8		
		NA	11	34.4		
		Total	19	59.4		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	55	49.1	60.4	60.4
		GOOD	28	25.0	30.8	91.2
		FAIR	5	4.5	5.5	96.7
		POOR	3	2.7	3.3	100.0
		Total	91	81.3	100.0	
	Missing	BLANK	2	1.8		
		DK	9	8.0		
		NA	10	8.9		
		Total	21	18.8		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	196	22.5	40.6	40.6
		GOOD	218	25.1	45.1	85.7
		FAIR	55	6.3	11.4	97.1
		POOR	14	1.6	2.9	100.0
		Total	483	55.5	100.0	
	Missing	BLANK	35	4.0		
		DK	225	25.9		
		NA	127	14.6		
		Total	387	44.5		
	Total		870	100.0		

Workshops or training activities

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	13	40.6	46.4	46.4
		GOOD	13	40.6	46.4	92.9
		FAIR	1	3.1	3.6	96.4
		POOR	1	3.1	3.6	100.0
		Total	28	87.5	100.0	
	Missing	BLANK	2	6.3		
		DK	1	3.1		
		NA	1	3.1		
		Total	4	12.5		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	65	58.0	61.9	61.9
		GOOD	37	33.0	35.2	97.1
		FAIR	2	1.8	1.9	99.0
		POOR	1	.9	1.0	100.0
		Total	105	93.8	100.0	
	Missing	BLANK	1	.9		
		DK	4	3.6		
		NA	2	1.8		
		Total	7	6.3		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	306	35.2	47.3	47.3
		GOOD	272	31.3	42.0	89.3
		FAIR	59	6.8	9.1	98.5
		POOR	10	1.1	1.5	100.0
		Total	647	74.4	100.0	
	Missing	BLANK	34	3.9		
		DK	142	16.3		
		NA	47	5.4		
		Total	223	25.6		
	Total		870	100.0		

Workshops or training for a team from a school or school division

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	10	31.3	55.6	55.6
		GOOD	7	21.9	38.9	94.4
		POOR	1	3.1	5.6	100.0
		Total	18	56.3	100.0	
	Missing	BLANK	1	3.1		
		DK	6	18.8		
		NA	7	21.9		
		Total	14	43.8		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	48	42.9	60.0	60.0
		GOOD	27	24.1	33.8	93.8
		FAIR	5	4.5	6.3	100.0
		Total	80	71.4	100.0	
	Missing	BLANK	1	.9		
		DK	16	14.3		
		NA	15	13.4		
		Total	32	28.6		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	158	18.2	41.9	41.9
		GOOD	158	18.2	41.9	83.8
		FAIR	51	5.9	13.5	97.3
		POOR	10	1.1	2.7	100.0
		Total	377	43.3	100.0	
	Missing	BLANK	39	4.5		
		DK	304	34.9		
		NA	150	17.2		
		Total	493	56.7		
	Total		870	100.0		

Lending library for materials or equipment

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	7	21.9	38.9	38.9
		GOOD	11	34.4	61.1	100.0
		Total	18	56.3	100.0	
	Missing	BLANK	3	9.4		
		DK	7	21.9		
		NA	4	12.5		
		Total	14	43.8		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	48	42.9	50.5	50.5
		GOOD	43	38.4	45.3	95.8
		FAIR	4	3.6	4.2	100.0
		Total	95	84.8	100.0	
	Missing	BLANK	1	.9		
		DK	10	8.9		
		NA	6	5.4		
		Total	17	15.2		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	249	28.6	45.2	45.2
		GOOD	235	27.0	42.6	87.8
		FAIR	56	6.4	10.2	98.0
		POOR	11	1.3	2.0	100.0
		Total	551	63.3	100.0	
	Missing	BLANK	32	3.7		
		DK	208	23.9		
		NA	79	9.1		
		Total	319	36.7		
	Total		870	100.0		

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Facilitating long-term change for school divisions or schools

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	2	6.3	14.3	14.3
		GOOD	9	28.1	64.3	78.6
		FAIR	3	9.4	21.4	100.0
		Total	14	43.8	100.0	
	Missing	BLANK	3	9.4		
		DK	9	28.1		
		NA	6	18.8		
		Total	18	56.3		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	20	17.9	32.8	32.8
		GOOD	31	27.7	50.8	83.6
		FAIR	7	6.3	11.5	95.1
		POOR	3	2.7	4.9	100.0
		Total	61	54.5	100.0	
	Missing	BLANK	5	4.5		
		DK	23	20.5		
		NA	23	20.5		
		Total	51	45.5		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	58	6.7	21.9	21.9
		GOOD	120	13.8	45.3	67.2
		FAIR	72	8.3	27.2	94.3
		POOR	15	1.7	5.7	100.0
		Total	265	30.5	100.0	
	Missing	BLANK	45	5.2		
		DK	396	45.5		
		NA	164	18.9		
		Total	605	69.5		
	Total		870	100.0		

Timely responses to information or equipment requests

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	11	34.4	55.0	55.0
		GOOD	6	18.8	30.0	85.0
		FAIR	3	9.4	15.0	100.0
		Total	20	62.5	100.0	
	Missing	BLANK	3	9.4		
		DK	6	18.8		
		NA	3	9.4		
		Total	12	37.5		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	69	61.6	67.6	67.6
		GOOD	28	25.0	27.5	95.1
		FAIR	5	4.5	4.9	100.0
		Total	102	91.1	100.0	
	Missing	DK	7	6.3		
		NA	3	2.7		
		Total	10	8.9		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	246	28.3	42.9	42.9
		GOOD	260	29.9	45.4	88.3
		FAIR	49	5.6	8.6	96.9
		POOR	18	2.1	3.1	100.0
		Total	573	65.9	100.0	
	Missing	BLANK	31	3.6		
		DK	195	22.4		
		NA	71	8.2		
		Total	297	34.1		
	Total		870	100.0		

Referrals to other resources

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	9	28.1	56.3	56.3
		GOOD	5	15.6	31.3	87.5
		FAIR	2	6.3	12.5	100.0
		Total	16	50.0	100.0	
	Missing	BLANK	3	9.4		
		DK	9	28.1		
		NA	4	12.5		
		Total	16	50.0		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	41	36.6	53.2	53.2
		GOOD	31	27.7	40.3	93.5
		FAIR	5	4.5	6.5	100.0
		Total	77	68.8	100.0	
	Missing	BLANK	5	4.5		
		DK	14	12.5		
		NA	16	14.3		
		Total	35	31.3		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	125	14.4	34.2	34.2
		GOOD	193	22.2	52.7	86.9
		FAIR	40	4.6	10.9	97.8
		POOR	8	.9	2.2	100.0
		Total	366	42.1	100.0	
	Missing	BLANK	54	6.2		
		DK	326	37.5		
		NA	124	14.3		
		Total	504	57.9		
	Total		870	100.0		

Providing best practice information about specific educational strategies

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	12	37.5	48.0	48.0
		GOOD	11	34.4	44.0	92.0
		FAIR	1	3.1	4.0	96.0
		POOR	1	3.1	4.0	100.0
		Total	25	78.1	100.0	
	Missing	BLANK	2	6.3		
		DK	4	12.5		
		NA	1	3.1		
		Total	7	21.9		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	60	53.6	61.9	61.9
		GOOD	32	28.6	33.0	94.8
		FAIR	5	4.5	5.2	100.0
		Total	97	86.6	100.0	
	Missing	BLANK	1	.9		
		DK	7	6.3		
		NA	7	6.3		
		Total	15	13.4		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	223	25.6	40.5	40.5
		GOOD	256	29.4	46.5	87.1
		FAIR	57	6.6	10.4	97.5
		POOR	14	1.6	2.5	100.0
		Total	550	63.2	100.0	
	Missing	BLANK	37	4.3		
		DK	220	25.3		
		NA	63	7.2		
		Total	320	36.8		
	Total		870	100.0		

Web Page

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	1	3.1	10.0	10.0
		GOOD	8	25.0	80.0	90.0
		FAIR	1	3.1	10.0	100.0
		Total	10	31.3	100.0	
	Missing	BLANK	4	12.5		
		DK	13	40.6		
		NA	5	15.6		
		Total	22	68.8		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	11	9.8	40.7	40.7
		GOOD	13	11.6	48.1	88.9
		FAIR	2	1.8	7.4	96.3
		POOR	1	.9	3.7	100.0
		Total	27	24.1	100.0	
	Missing	BLANK	6	5.4		
		DK	64	57.1		
		NA	15	13.4		
		Total	85	75.9		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	59	6.8	35.8	35.8
		GOOD	80	9.2	48.5	84.2
		FAIR	20	2.3	12.1	96.4
		POOR	6	.7	3.6	100.0
		Total	165	19.0	100.0	
	Missing	BLANK	44	5.1		
		DK	509	58.5		
		NA	152	17.5		
		Total	705	81.0		
	Total		870	100.0		

Increasing the number of inclusive environments for youth with disabilities

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	1	3.1	7.7	7.7
		GOOD	10	31.3	76.9	84.6
		FAIR	2	6.3	15.4	100.0
		Total	13	40.6	100.0	
	Missing	BLANK	3	9.4		
		DK	10	31.3		
		NA	6	18.8		
		Total	19	59.4		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	16	14.3	32.0	32.0
		GOOD	28	25.0	56.0	88.0
		FAIR	5	4.5	10.0	98.0
		POOR	1	.9	2.0	100.0
		Total	50	44.6	100.0	
	Missing	BLANK	7	6.3		
		DK	37	33.0		
		NA	18	16.1		
		Total	62	55.4		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	80	9.2	30.1	30.1
		GOOD	134	15.4	50.4	80.5
		FAIR	42	4.8	15.8	96.2
		POOR	10	1.1	3.8	100.0
		Total	266	30.6	100.0	
	Missing	BLANK	57	6.6		
		DK	414	47.6		
		NA	133	15.3		
		Total	604	69.4		
	Total		870	100.0		

Newsletter

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	12	37.5	44.4	44.4
		GOOD	13	40.6	48.1	92.6
		FAIR	2	6.3	7.4	100.0
		Total	27	84.4	100.0	
	Missing	BLANK	1	3.1		
		DK	3	9.4		
		NA	1	3.1		
		Total	5	15.6		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	69	61.6	67.6	67.6
		GOOD	29	25.9	28.4	96.1
		FAIR	3	2.7	2.9	99.0
		POOR	1	.9	1.0	100.0
		Total	102	91.1	100.0	
	Missing	BLANK	5	4.5		
		DK	3	2.7		
		NA	2	1.8		
		Total	10	8.9		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	364	41.8	51.7	51.7
		GOOD	296	34.0	42.0	93.8
		FAIR	38	4.4	5.4	99.1
		POOR	6	.7	.9	100.0
		Total	704	80.9	100.0	
	Missing	BLANK	25	2.9		
		DK	103	11.8		
		NA	38	4.4		
		Total	166	19.1		
	Total		870	100.0		

Helping general education teachers accommodate youth with disabilities in the general education classroom

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	3	9.4	20.0	20.0
		GOOD	11	34.4	73.3	93.3
		FAIR	1	3.1	6.7	100.0
		Total	15	46.9	100.0	
	Missing	BLANK	3	9.4		
		DK	10	31.3		
		NA	4	12.5		
		Total	17	53.1		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	18	16.1	29.0	29.0
		GOOD	36	32.1	58.1	87.1
		FAIR	8	7.1	12.9	100.0
		Total	62	55.4	100.0	
	Missing	BLANK	4	3.6		
		DK	32	28.6		
		NA	14	12.5		
		Total	50	44.6		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	85	9.8	26.7	26.7
		GOOD	150	17.2	47.2	73.9
		FAIR	61	7.0	19.2	93.1
		POOR	22	2.5	6.9	100.0
		Total	318	36.6	100.0	
	Missing	BLANK	33	3.8		
		DK	396	45.5		
		NA	123	14.1		
		Total	552	63.4		
	Total		870	100.0		

Helping the integration of Title I services, special education and general education

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	8	25.0	42.1	42.1
		GOOD	8	25.0	42.1	84.2
		FAIR	2	6.3	10.5	94.7
		POOR	1	3.1	5.3	100.0
		Total	19	59.4	100.0	
	Missing	BLANK	1	3.1		
		DK	10	31.3		
		NA	2	6.3		
		Total	13	40.6		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	16	14.3	40.0	40.0
		GOOD	16	14.3	40.0	80.0
		FAIR	8	7.1	20.0	100.0
		Total	40	35.7	100.0	
	Missing	BLANK	4	3.6		
		DK	47	42.0		
		NA	21	18.8		
		Total	72	64.3		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	66	7.6	26.8	26.8
		GOOD	123	14.1	50.0	76.8
		FAIR	37	4.3	15.0	91.9
		POOR	20	2.3	8.1	100.0
		Total	246	28.3	100.0	
	Missing	BLANK	37	4.3		
		DK	443	50.9		
		NA	144	16.6		
		Total	624	71.7		
	Total		870	100.0		

Toll-free 800 number

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	7	21.9	38.9	38.9
		GOOD	10	31.3	55.6	94.4
		FAIR	1	3.1	5.6	100.0
		Total	18	56.3	100.0	
	Missing	BLANK	3	9.4		
		DK	6	18.8		
		NA	5	15.6		
		Total	14	43.8		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	47	42.0	67.1	67.1
		GOOD	19	17.0	27.1	94.3
		FAIR	4	3.6	5.7	100.0
		Total	70	62.5	100.0	
	Missing	BLANK	4	3.6		
		DK	26	23.2		
		NA	12	10.7		
		Total	42	37.5		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	147	16.9	55.1	55.1
		GOOD	97	11.1	36.3	91.4
		FAIR	15	1.7	5.6	97.0
		POOR	8	.9	3.0	100.0
		Total	267	30.7	100.0	
	Missing	BLANK	43	4.9		
		DK	447	51.4		
		NA	113	13.0		
		Total	603	69.3		
	Total		870	100.0		

Increasing collaboration among schools and other community services

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	5	15.6	29.4	29.4
		GOOD	12	37.5	70.6	100.0
		Total	17	53.1	100.0	
	Missing	BLANK	3	9.4		
		DK	10	31.3		
		NA	2	6.3		
		Total	15	46.9		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	23	20.5	37.7	37.7
		GOOD	26	23.2	42.6	80.3
		FAIR	11	9.8	18.0	98.4
		POOR	1	.9	1.6	100.0
		Total	61	54.5	100.0	
	Missing	BLANK	2	1.8		
		DK	34	30.4		
		NA	15	13.4		
		Total	51	45.5		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	92	10.6	30.9	30.9
		GOOD	145	16.7	48.7	79.5
		FAIR	42	4.8	14.1	93.6
		POOR	19	2.2	6.4	100.0
		Total	298	34.3	100.0	
	Missing	BLANK	36	4.1		
		DK	432	49.7		
		NA	104	12.0		
		Total	572	65.7		
	Total		870	100.0		

Accurately assessed my technical assistance needs

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	7	21.9	43.8	43.8
		SOMEWHAT AGREE	6	18.8	37.5	81.3
		SOMEWHAT DISAGREE	2	6.3	12.5	93.8
		STRONGLY DISAGREE	1	3.1	6.3	100.0
		Total	16	50.0	100.0	
	Missing	BLANK	2	6.3		
		DK	3	9.4		
		NA	11	34.4		
		Total	16	50.0		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	52	46.4	56.5	56.5
		SOMEWHAT AGREE	38	33.9	41.3	97.8
		SOMEWHAT DISAGREE	1	.9	1.1	98.9
		STRONGLY DISAGREE	1	.9	1.1	100.0
		Total	92	82.1	100.0	
	Missing	BLANK	1	.9		
		DK	10	8.9		
		NA	9	8.0		
		Total	20	17.9		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	178	20.5	41.5	41.5
		SOMEWHAT AGREE	195	22.4	45.5	86.9
		SOMEWHAT DISAGREE	31	3.6	7.2	94.2
		STRONGLY DISAGREE	25	2.9	5.8	100.0
		Total	429	49.3	100.0	
	Missing	BLANK	43	4.9		
		DK	203	23.3		
		NA	195	22.4		
		Total	441	50.7		
	Total		870	100.0		

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Informed me of best practices

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	14	43.8	58.3	58.3
		SOMEWHAT AGREE	8	25.0	33.3	91.7
		SOMEWHAT DISAGREE	1	3.1	4.2	95.8
		STRONGLY DISAGREE	1	3.1	4.2	100.0
		Total	24	75.0	100.0	
	Missing	DK	2	6.3		
		NA	6	18.8		
		Total	8	25.0		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	68	60.7	66.7	66.7
		SOMEWHAT AGREE	30	26.8	29.4	96.1
		SOMEWHAT DISAGREE	4	3.6	3.9	100.0
		Total	102	91.1	100.0	
	Missing	DK	2	1.8		
		NA	6	5.4		
		Total	10	8.9		
		BLANK	2	1.8		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	266	30.6	47.6	47.6
		SOMEWHAT AGREE	229	26.3	41.0	88.6
		SOMEWHAT DISAGREE	36	4.1	6.4	95.0
		STRONGLY DISAGREE	28	3.2	5.0	100.0
		Total	559	64.3	100.0	
	Missing	DK	156	17.9		
		NA	118	13.6		
		Total	311	35.7		
		BLANK	37	4.3		
	Total		870	100.0		

Provided long-term technical assistance to change how youth with disabilities or students eligible for Title I services are educated

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	4	12.5	36.4	36.4
		SOMEWHAT AGREE	6	18.8	54.5	90.9
		SOMEWHAT DISAGREE	1	3.1	9.1	100.0
		Total	11	34.4	100.0	
	Missing	BLANK	3	9.4		
		DK	8	25.0		
		NA	10	31.3		
		Total	21	65.6		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	24	21.4	42.9	42.9
		SOMEWHAT AGREE	24	21.4	42.9	85.7
		SOMEWHAT DISAGREE	7	6.3	12.5	98.2
		STRONGLY DISAGREE	1	.9	1.8	100.0
		Total	56	50.0	100.0	
	Missing	BLANK	1	.9		
		DK	29	25.9		
		NA	26	23.2		
		Total	56	50.0		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	78	9.0	31.7	31.7
		SOMEWHAT AGREE	114	13.1	46.3	78.0
		SOMEWHAT DISAGREE	30	3.4	12.2	90.2
		STRONGLY DISAGREE	24	2.8	9.8	100.0
		Total	246	28.3	100.0	
	Missing	BLANK	39	4.5		
		DK	352	40.5		
		NA	233	26.8		
		Total	624	71.7		
	Total		870	100.0		

Provided linkages with other resources that offer additional assistance

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	9	28.1	52.9	52.9
		SOMEWHAT AGREE	8	25.0	47.1	100.0
		Total	17	53.1	100.0	
	Missing	BLANK	3	9.4		
		DK	5	15.6		
		NA	7	21.9		
		Total	15	46.9		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	52	46.4	55.9	55.9
		SOMEWHAT AGREE	35	31.3	37.6	93.5
		SOMEWHAT DISAGREE	5	4.5	5.4	98.9
		STRONGLY DISAGREE	1	.9	1.1	100.0
		Total	93	83.0	100.0	
	Missing	DK	9	8.0		
		NA	10	8.9		
		Total	19	17.0		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	174	20.0	39.0	39.0
		SOMEWHAT AGREE	212	24.4	47.5	86.5
		SOMEWHAT DISAGREE	37	4.3	8.3	94.8
		STRONGLY DISAGREE	23	2.6	5.2	100.0
		Total	446	51.3	100.0	
	Missing	BLANK	40	4.6		
		DK	252	29.0		
		NA	132	15.2		
		Total	424	48.7		
	Total		870	100.0		

Coordinated visits to exemplary schools or classrooms

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	4	12.5	80.0	80.0
		SOMEWHAT AGREE	1	3.1	20.0	100.0
		Total	5	15.6	100.0	
	Missing	BLANK	3	9.4		
		DK	7	21.9		
		NA	17	53.1		
		Total	27	84.4		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	22	19.6	48.9	48.9
		SOMEWHAT AGREE	19	17.0	42.2	91.1
		SOMEWHAT DISAGREE	3	2.7	6.7	97.8
		STRONGLY DISAGREE	1	.9	2.2	100.0
		Total	45	40.2	100.0	
	Missing	BLANK	1	.9		
		DK	32	28.6		
		NA	34	30.4		
		Total	67	59.8		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	79	9.1	34.6	34.6
		SOMEWHAT AGREE	76	8.7	33.3	68.0
		SOMEWHAT DISAGREE	33	3.8	14.5	82.5
		STRONGLY DISAGREE	40	4.6	17.5	100.0
		Total	228	26.2	100.0	
	Missing	BLANK	43	4.9		
		DK	352	40.5		
		NA	247	28.4		
		Total	642	73.8		
	Total		870	100.0		

Provided the technical assistance necessary to increase my knowledge and skills

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	9	28.1	40.9	40.9
		SOMEWHAT AGREE	13	40.6	59.1	100.0
		Total	22	68.8	100.0	
	Missing	BLANK	3	9.4		
		DK	2	6.3		
		NA	5	15.6		
		Total	10	31.3		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	66	58.9	64.7	64.7
		SOMEWHAT AGREE	35	31.3	34.3	99.0
		SOMEWHAT DISAGREE	1	.9	1.0	100.0
		Total	102	91.1	100.0	
	Missing	DK	2	1.8		
		NA	8	7.1		
		Total	10	8.9		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	242	27.8	44.6	44.6
		SOMEWHAT AGREE	226	26.0	41.7	86.3
		SOMEWHAT DISAGREE	39	4.5	7.2	93.5
		STRONGLY DISAGREE	35	4.0	6.5	100.0
		Total	542	62.3	100.0	
	Missing	BLANK	38	4.4		
		DK	164	18.9		
		NA	126	14.5		
		Total	328	37.7		
	Total		870	100.0		

Increased the capacity of the school or local education division to provide better support to teachers

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	11	34.4	47.8	47.8
		SOMEWHAT AGREE	11	34.4	47.8	95.7
		SOMEWHAT DISAGREE	1	3.1	4.3	100.0
		Total	23	71.9	100.0	
	Missing	BLANK	2	6.3		
		DK	2	6.3		
		NA	5	15.6		
		Total	9	28.1		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	69	61.6	72.6	72.6
		SOMEWHAT AGREE	24	21.4	25.3	97.9
		SOMEWHAT DISAGREE	2	1.8	2.1	100.0
		Total	95	84.8	100.0	
	Missing	BLANK	1	.9		
		DK	9	8.0		
		NA	7	6.3		
		Total	17	15.2		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	159	18.3	37.4	37.4
		SOMEWHAT AGREE	194	22.3	45.6	83.1
		SOMEWHAT DISAGREE	39	4.5	9.2	92.2
		STRONGLY DISAGREE	33	3.8	7.8	100.0
		Total	425	48.9	100.0	
	Missing	BLANK	38	4.4		
		DK	275	31.6		
		NA	132	15.2		
		Total	445	51.1		
	Total		870	100.0		

Employed staff who are highly skilled in the requested topic

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	15	46.9	62.5	62.5
		SOMEWHAT AGREE	8	25.0	33.3	95.8
		SOMEWHAT DISAGREE	1	3.1	4.2	100.0
		Total	24	75.0	100.0	
	Missing	BLANK	2	6.3		
		DK	2	6.3		
		NA	4	12.5		
		Total	8	25.0		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	84	75.0	78.5	78.5
		SOMEWHAT AGREE	19	17.0	17.8	96.3
		SOMEWHAT DISAGREE	4	3.6	3.7	100.0
		Total	107	95.5	100.0	
	Missing	DK	3	2.7		
		NA	2	1.8		
		Total	5	4.5		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	299	34.4	55.7	55.7
		SOMEWHAT AGREE	203	23.3	37.8	93.5
		SOMEWHAT DISAGREE	21	2.4	3.9	97.4
		STRONGLY DISAGREE	14	1.6	2.6	100.0
		Total	537	61.7	100.0	
	Missing	BLANK	32	3.7		
		DK	228	26.2		
		NA	73	8.4		
		Total	333	38.3		
	Total		870	100.0		

Adhered to timelines and deadlines

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	12	37.5	57.1	57.1
		SOMEWHAT AGREE	7	21.9	33.3	90.5
		SOMEWHAT DISAGREE	1	3.1	4.8	95.2
		STRONGLY DISAGREE	1	3.1	4.8	100.0
		Total	21	65.6	100.0	
	Missing	BLANK	4	12.5		
		DK	3	9.4		
		NA	4	12.5		
		Total	11	34.4		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	57	50.9	63.3	63.3
		SOMEWHAT AGREE	31	27.7	34.4	97.8
		SOMEWHAT DISAGREE	2	1.8	2.2	100.0
		Total	90	80.4	100.0	
	Missing	BLANK	1	.9		
		DK	17	15.2		
		NA	4	3.6		
		Total	22	19.6		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	231	26.6	53.5	53.5
		SOMEWHAT AGREE	168	19.3	38.9	92.4
		SOMEWHAT DISAGREE	21	2.4	4.9	97.2
		STRONGLY DISAGREE	12	1.4	2.8	100.0
		Total	432	49.7	100.0	
	Missing	BLANK	43	4.9		
		DK	281	32.3		
		NA	114	13.1		
		Total	438	50.3		
	Total		870	100.0		

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Provided assistance that directly benefits a specific child with a disability

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	6	18.8	46.2	46.2
		SOMEWHAT AGREE	7	21.9	53.8	100.0
		Total	13	40.6	100.0	
	Missing	BLANK	4	12.5		
		DK	4	12.5		
		NA	11	34.4		
		Total	19	59.4		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	65	58.0	71.4	71.4
		SOMEWHAT AGREE	23	20.5	25.3	96.7
		SOMEWHAT DISAGREE	3	2.7	3.3	100.0
		Total	91	81.3	100.0	
	Missing	BLANK	1	.9		
		DK	11	9.8		
		NA	9	8.0		
		Total	21	18.8		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	257	29.5	56.9	56.9
		SOMEWHAT AGREE	154	17.7	34.1	90.9
		SOMEWHAT DISAGREE	24	2.8	5.3	96.2
		STRONGLY DISAGREE	17	2.0	3.8	100.0
		Total	452	52.0	100.0	
	Missing	BLANK	37	4.3		
		DK	240	27.6		
		NA	141	16.2		
		Total	418	48.0		
	Total		870	100.0		

Provided follow-up to a consultation on a specific child

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	5	15.6	41.7	41.7
		SOMEWHAT AGREE	7	21.9	58.3	100.0
		Total	12	37.5	100.0	
	Missing	BLANK	3	9.4		
		DK	5	15.6		
		NA	12	37.5		
		Total	20	62.5		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	56	50.0	72.7	72.7
		SOMEWHAT AGREE	19	17.0	24.7	97.4
		SOMEWHAT DISAGREE	2	1.8	2.6	100.0
		Total	77	68.8	100.0	
	Missing	BLANK	1	.9		
		DK	17	15.2		
		NA	17	15.2		
		Total	35	31.3		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	182	20.9	48.9	48.9
		SOMEWHAT AGREE	129	14.8	34.7	83.6
		SOMEWHAT DISAGREE	40	4.6	10.8	94.4
		STRONGLY DISAGREE	21	2.4	5.6	100.0
		Total	372	42.8	100.0	
	Missing	BLANK	39	4.5		
		DK	268	30.8		
		NA	191	22.0		
		Total	498	57.2		
	Total		870	100.0		

Provided equipment that would assist a specific child or group of children

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	6	18.8	50.0	50.0
		SOMEWHAT AGREE	6	18.8	50.0	100.0
		Total	12	37.5	100.0	
	Missing	BLANK	3	9.4		
		DK	4	12.5		
		NA	13	40.6		
		Total	20	62.5		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	56	50.0	71.8	71.8
		SOMEWHAT AGREE	18	16.1	23.1	94.9
		SOMEWHAT DISAGREE	4	3.6	5.1	100.0
		Total	78	69.6	100.0	
	Missing	BLANK	2	1.8		
		DK	13	11.6		
		NA	19	17.0		
		Total	34	30.4		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	209	24.0	56.2	56.2
		SOMEWHAT AGREE	126	14.5	33.9	90.1
		SOMEWHAT DISAGREE	18	2.1	4.8	94.9
		STRONGLY DISAGREE	19	2.2	5.1	100.0
		Total	372	42.8	100.0	
	Missing	BLANK	42	4.8		
		DK	252	29.0		
		NA	204	23.4		
		Total	498	57.2		
	Total		870	100.0		

Helped to create or maintain an inclusive environment for a specific child

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	4	12.5	40.0	40.0
		SOMEWHAT AGREE	6	18.8	60.0	100.0
		Total	10	31.3	100.0	
	Missing	BLANK	2	6.3		
		DK	7	21.9		
		NA	13	40.6		
		Total	22	68.8		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	33	29.5	66.0	66.0
		SOMEWHAT AGREE	14	12.5	28.0	94.0
		SOMEWHAT DISAGREE	3	2.7	6.0	100.0
		Total	50	44.6	100.0	
	Missing	BLANK	2	1.8		
		DK	35	31.3		
		NA	25	22.3		
		Total	62	55.4		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	104	12.0	41.1	41.1
		SOMEWHAT AGREE	108	12.4	42.7	83.8
		SOMEWHAT DISAGREE	27	3.1	10.7	94.5
		STRONGLY DISAGREE	14	1.6	5.5	100.0
		Total	253	29.1	100.0	
	Missing	BLANK	44	5.1		
		DK	326	37.5		
		NA	247	28.4		
		Total	617	70.9		
	Total		870	100.0		

Provided technical assistance that couldn't be obtained elsewhere

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	10	31.3	52.6	52.6
		SOMEWHAT AGREE	8	25.0	42.1	94.7
		SOMEWHAT DISAGREE	1	3.1	5.3	100.0
		Total	19	59.4	100.0	
	Missing	BLANK	3	9.4		
		DK	7	21.9		
		NA	3	9.4		
		Total	13	40.6		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	57	50.9	60.0	60.0
		SOMEWHAT AGREE	31	27.7	32.6	92.6
		SOMEWHAT DISAGREE	4	3.6	4.2	96.8
		STRONGLY DISAGREE	3	2.7	3.2	100.0
		Total	95	84.8	100.0	
	Missing	BLANK	1	.9		
		DK	13	11.6		
		NA	3	2.7		
		Total	17	15.2		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	170	19.5	43.5	43.5
		SOMEWHAT AGREE	165	19.0	42.2	85.7
		SOMEWHAT DISAGREE	34	3.9	8.7	94.4
		STRONGLY DISAGREE	22	2.5	5.6	100.0
		Total	391	44.9	100.0	
	Missing	BLANK	40	4.6		
		DK	298	34.3		
		NA	141	16.2		
		Total	479	55.1		
	Total		870	100.0		

Provided consultants who are highly skilled in the requested topic

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	14	43.8	63.6	63.6
		SOMEWHAT AGREE	7	21.9	31.8	95.5
		STRONGLY DISAGREE	1	3.1	4.5	100.0
		Total	22	68.8	100.0	
	Missing	BLANK	2	6.3		
		DK	2	6.3		
		NA	6	18.8		
		Total	10	31.3		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	75	67.0	69.4	69.4
		SOMEWHAT AGREE	29	25.9	26.9	96.3
		SOMEWHAT DISAGREE	4	3.6	3.7	100.0
		Total	108	96.4	100.0	
	Missing	DK	1	.9		
		NA	3	2.7		
		Total	4	3.6		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	302	34.7	56.2	56.2
		SOMEWHAT AGREE	192	22.1	35.8	92.0
		SOMEWHAT DISAGREE	32	3.7	6.0	98.0
		STRONGLY DISAGREE	11	1.3	2.0	100.0
		Total	537	61.7	100.0	
	Missing	BLANK	37	4.3		
		DK	201	23.1		
		NA	95	10.9		
		Total	333	38.3		
	Total		870	100.0		

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Provided follow-up assistance or sessions after workshops

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	9	28.1	52.9	52.9
		SOMEWHAT AGREE	6	18.8	35.3	88.2
		SOMEWHAT DISAGREE	1	3.1	5.9	94.1
		STRONGLY DISAGREE	1	3.1	5.9	100.0
		Total	17	53.1	100.0	
	Missing	BLANK	2	6.3		
		DK	5	15.6		
		NA	8	25.0		
		Total	15	46.9		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	52	46.4	63.4	63.4
		SOMEWHAT AGREE	25	22.3	30.5	93.9
		SOMEWHAT DISAGREE	5	4.5	6.1	100.0
		Total	82	73.2	100.0	
	Missing	DK	17	15.2		
		NA	13	11.6		
		Total	30	26.8		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	179	20.6	44.0	44.0
		SOMEWHAT AGREE	159	18.3	39.1	83.0
		SOMEWHAT DISAGREE	41	4.7	10.1	93.1
		STRONGLY DISAGREE	28	3.2	6.9	100.0
		Total	407	46.8	100.0	
	Missing	BLANK	40	4.6		
		DK	279	32.1		
		NA	144	16.6		
		Total	463	53.2		
	Total		870	100.0		

Provided assistance that directly benefits children who are at-risk for failure

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	11	34.4	57.9	57.9
		SOMEWHAT AGREE	8	25.0	42.1	100.0
		Total	19	59.4	100.0	
	Missing	BLANK	2	6.3		
		DK	5	15.6		
		NA	6	18.8		
		Total	13	40.6		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	45	40.2	64.3	64.3
		SOMEWHAT AGREE	20	17.9	28.6	92.9
		SOMEWHAT DISAGREE	2	1.8	2.9	95.7
		STRONGLY DISAGREE	3	2.7	4.3	100.0
		Total	70	62.5	100.0	
	Missing	BLANK	2	1.8		
		DK	24	21.4		
		NA	16	14.3		
		Total	42	37.5		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	156	17.9	48.1	48.1
		SOMEWHAT AGREE	131	15.1	40.4	88.6
		SOMEWHAT DISAGREE	20	2.3	6.2	94.8
		STRONGLY DISAGREE	17	2.0	5.2	100.0
		Total	324	37.2	100.0	
	Missing	BLANK	41	4.7		
		DK	324	37.2		
		NA	181	20.8		
		Total	546	62.8		
	Total		870	100.0		

Helped to increase the presence of families on school teams

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	3	9.4	37.5	37.5
		SOMEWHAT AGREE	4	12.5	50.0	87.5
		SOMEWHAT DISAGREE	1	3.1	12.5	100.0
		Total	8	25.0	100.0	
	Missing	BLANK	3	9.4		
		DK	10	31.3		
		NA	11	34.4		
		Total	24	75.0		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	16	14.3	38.1	38.1
		SOMEWHAT AGREE	16	14.3	38.1	76.2
		SOMEWHAT DISAGREE	6	5.4	14.3	90.5
		STRONGLY DISAGREE	4	3.6	9.5	100.0
		Total	42	37.5	100.0	
	Missing	BLANK	3	2.7		
		DK	39	34.8		
		NA	28	25.0		
		Total	70	62.5		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	59	6.8	34.3	34.3
		SOMEWHAT AGREE	73	8.4	42.4	76.7
		SOMEWHAT DISAGREE	28	3.2	16.3	93.0
		STRONGLY DISAGREE	12	1.4	7.0	100.0
		Total	172	19.8	100.0	
	Missing	BLANK	46	5.3		
		DK	445	51.1		
		NA	207	23.8		
		Total	698	80.2		
	Total		870	100.0		

Maintained a library with state-of-the-art information and technology

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	9	28.1	45.0	45.0
		SOMEWHAT AGREE	10	31.3	50.0	95.0
		SOMEWHAT DISAGREE	1	3.1	5.0	100.0
		Total	20	62.5	100.0	
	Missing	BLANK	3	9.4		
		DK	6	18.8		
		NA	3	9.4		
		Total	12	37.5		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	65	58.0	69.9	69.9
		SOMEWHAT AGREE	26	23.2	28.0	97.8
		SOMEWHAT DISAGREE	2	1.8	2.2	100.0
		Total	93	83.0	100.0	
	Missing	BLANK	2	1.8		
		DK	14	12.5		
		NA	3	2.7		
		Total	19	17.0		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	255	29.3	51.8	51.8
		SOMEWHAT AGREE	206	23.7	41.9	93.7
		SOMEWHAT DISAGREE	19	2.2	3.9	97.6
		STRONGLY DISAGREE	12	1.4	2.4	100.0
		Total	492	56.6	100.0	
	Missing	BLANK	36	4.1		
		DK	261	30.0		
		NA	81	9.3		
		Total	378	43.4		
	Total		870	100.0		

Helped a school or local education division provide more inclusive environments for youth with disabilities

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	4	12.5	44.4	44.4
		SOMEWHAT AGREE	5	15.6	55.6	100.0
		Total	9	28.1	100.0	
	Missing	BLANK	3	9.4		
		DK	8	25.0		
		NA	12	37.5		
		Total	23	71.9		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	36	32.1	52.9	52.9
		SOMEWHAT AGREE	26	23.2	38.2	91.2
		SOMEWHAT DISAGREE	5	4.5	7.4	98.5
		STRONGLY DISAGREE	1	.9	1.5	100.0
		Total	68	60.7	100.0	
	Missing	BLANK	3	2.7		
		DK	24	21.4		
		NA	17	15.2		
		Total	44	39.3		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	101	11.6	39.0	39.0
		SOMEWHAT AGREE	119	13.7	45.9	84.9
		SOMEWHAT DISAGREE	24	2.8	9.3	94.2
		STRONGLY DISAGREE	15	1.7	5.8	100.0
		Total	259	29.8	100.0	
	Missing	BLANK	41	4.7		
		DK	404	46.4		
		NA	166	19.1		
		Total	611	70.2		
	Total		870	100.0		

Helped integrate the services provided by both special and general education

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	STRONGLY AGREE	7	21.9	50.0	50.0
		SOMEWHAT AGREE	7	21.9	50.0	100.0
		Total	14	43.8	100.0	
	Missing	BLANK	2	6.3		
		DK	6	18.8		
		NA	10	31.3		
		Total	18	56.3		
	Total		32	100.0		
Title I Directors	Valid	STRONGLY AGREE	37	33.0	48.1	48.1
		SOMEWHAT AGREE	36	32.1	46.8	94.8
		SOMEWHAT DISAGREE	4	3.6	5.2	100.0
		Total	77	68.8	100.0	
	Missing	DK	21	18.8		
		NA	14	12.5		
		Total	35	31.3		
	Total		112	100.0		
Other Personnel	Valid	STRONGLY AGREE	121	13.9	37.1	37.1
		SOMEWHAT AGREE	157	18.0	48.2	85.3
		SOMEWHAT DISAGREE	30	3.4	9.2	94.5
		STRONGLY DISAGREE	18	2.1	5.5	100.0
		Total	326	37.5	100.0	
	Missing	BLANK	38	4.4		
		DK	359	41.3		
		NA	147	16.9		
		Total	544	62.5		
	Total		870	100.0		

Improve services for children and youth with disabilities in inclusive environments

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	7	21.9	46.7	46.7
		GOOD	8	25.0	53.3	100.0
		Total	15	46.9	100.0	
	Missing	BLANK	4	12.5		
		DK	6	18.8		
		NA	7	21.9		
		Total	17	53.1		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	44	39.3	53.0	53.0
		GOOD	32	28.6	38.6	91.6
		FAIR	6	5.4	7.2	98.8
		POOR	1	.9	1.2	100.0
		Total	83	74.1	100.0	
	Missing	BLANK	3	2.7		
		DK	17	15.2		
		NA	9	8.0		
		Total	29	25.9		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	153	17.6	37.3	37.3
		GOOD	196	22.5	47.8	85.1
		FAIR	42	4.8	10.2	95.4
		POOR	19	2.2	4.6	100.0
		Total	410	47.1	100.0	
	Missing	BLANK	41	4.7		
		DK	342	39.3		
		NA	77	8.9		
		Total	460	52.9		
	Total		870	100.0		

Increase the knowledge and skills of special education professionals and related services personnel

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	8	25.0	42.1	42.1
		GOOD	9	28.1	47.4	89.5
		FAIR	2	6.3	10.5	100.0
		Total	19	59.4	100.0	
	Missing	BLANK	2	6.3		
		DK	4	12.5		
		NA	7	21.9		
		Total	13	40.6		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	78	69.6	72.2	72.2
		GOOD	26	23.2	24.1	96.3
		FAIR	4	3.6	3.7	100.0
		Total	108	96.4	100.0	
	Missing	BLANK	1	.9		
		DK	2	1.8		
		NA	1	.9		
		Total	4	3.6		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	295	33.9	47.8	47.8
		GOOD	246	28.3	39.9	87.7
		FAIR	54	6.2	8.8	96.4
		POOR	22	2.5	3.6	100.0
		Total	617	70.9	100.0	
	Missing	BLANK	32	3.7		
		DK	184	21.1		
		NA	37	4.3		
		Total	253	29.1		
	Total		870	100.0		

Increase the awareness of youth with disabilities among general education administrators

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	6	18.8	40.0	40.0
		GOOD	8	25.0	53.3	93.3
		FAIR	1	3.1	6.7	100.0
		Total	15	46.9	100.0	
	Missing	BLANK	3	9.4		
		DK	8	25.0		
		NA	6	18.8		
		Total	17	53.1		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	26	23.2	32.5	32.5
		GOOD	40	35.7	50.0	82.5
		FAIR	11	9.8	13.8	96.3
		POOR	3	2.7	3.8	100.0
		Total	80	71.4	100.0	
	Missing	BLANK	1	.9		
		DK	20	17.9		
		NA	11	9.8		
		Total	32	28.6		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	115	13.2	32.5	32.5
		GOOD	143	16.4	40.4	72.9
		FAIR	63	7.2	17.8	90.7
		POOR	33	3.8	9.3	100.0
		Total	354	40.7	100.0	
	Missing	BLANK	41	4.7		
		DK	401	46.1		
		NA	74	8.5		
		Total	516	59.3		
	Total		870	100.0		

Increase the knowledge and skills of general education professionals to accommodate youth with disabilities in their classrooms

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	9	28.1	52.9	52.9
		GOOD	7	21.9	41.2	94.1
		FAIR	1	3.1	5.9	100.0
		Total	17	53.1	100.0	
	Missing	BLANK	3	9.4		
		DK	7	21.9		
		NA	5	15.6		
		Total	15	46.9		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	29	25.9	37.2	37.2
		GOOD	35	31.3	44.9	82.1
		FAIR	10	8.9	12.8	94.9
		POOR	4	3.6	5.1	100.0
		Total	78	69.6	100.0	
	Missing	BLANK	1	.9		
		DK	25	22.3		
		NA	8	7.1		
		Total	34	30.4		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	109	12.5	28.5	28.5
		GOOD	164	18.9	42.8	71.3
		FAIR	70	8.0	18.3	89.6
		POOR	40	4.6	10.4	100.0
		Total	383	44.0	100.0	
	Missing	BLANK	41	4.7		
		DK	379	43.6		
		NA	67	7.7		
		Total	487	56.0		
	Total		870	100.0		

Increase the frequency that families are an integral part of the school team

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	4	12.5	30.8	30.8
		GOOD	7	21.9	53.8	84.6
		FAIR	2	6.3	15.4	100.0
		Total	13	40.6	100.0	
	Missing	BLANK	3	9.4		
		DK	8	25.0		
		NA	8	25.0		
		Total	19	59.4		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	19	17.0	37.3	37.3
		GOOD	15	13.4	29.4	66.7
		FAIR	15	13.4	29.4	96.1
		POOR	2	1.8	3.9	100.0
		Total	51	45.5	100.0	
	Missing	BLANK	2	1.8		
		DK	39	34.8		
		NA	20	17.9		
		Total	61	54.5		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	55	6.3	22.2	22.2
		GOOD	118	13.6	47.6	69.8
		FAIR	47	5.4	19.0	88.7
		POOR	28	3.2	11.3	100.0
		Total	248	28.5	100.0	
	Missing	BLANK	42	4.8		
		DK	482	55.4		
		NA	98	11.3		
		Total	622	71.5		
	Total		870	100.0		

Increase the skills and knowledge of administrators and staff in State Operated Programs

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	5	15.6	31.3	31.3
		GOOD	10	31.3	62.5	93.8
		FAIR	1	3.1	6.3	100.0
		Total	16	50.0	100.0	
	Missing	BLANK	3	9.4		
		DK	9	28.1		
		NA	4	12.5		
		Total	16	50.0		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	24	21.4	60.0	60.0
		GOOD	12	10.7	30.0	90.0
		FAIR	3	2.7	7.5	97.5
		POOR	1	.9	2.5	100.0
		Total	40	35.7	100.0	
	Missing	BLANK	2	1.8		
		DK	54	48.2		
		NA	16	14.3		
		Total	72	64.3		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	72	8.3	30.1	30.1
		GOOD	114	13.1	47.7	77.8
		FAIR	29	3.3	12.1	90.0
		POOR	24	2.8	10.0	100.0
		Total	239	27.5	100.0	
	Missing	BLANK	42	4.8		
		DK	494	56.8		
		NA	95	10.9		
		Total	631	72.5		
	Total		870	100.0		

Improve services for children and youth who are at-risk for school failure

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	8	25.0	42.1	42.1
		GOOD	9	28.1	47.4	89.5
		FAIR	2	6.3	10.5	100.0
		Total	19	59.4	100.0	
	Missing	BLANK	3	9.4		
		DK	8	25.0		
		NA	2	6.3		
		Total	13	40.6		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	32	28.6	46.4	46.4
		GOOD	28	25.0	40.6	87.0
		FAIR	6	5.4	8.7	95.7
		POOR	3	2.7	4.3	100.0
		Total	69	61.6	100.0	
	Missing	BLANK	2	1.8		
		DK	28	25.0		
		NA	13	11.6		
		Total	43	38.4		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	107	12.3	34.5	34.5
		GOOD	148	17.0	47.7	82.3
		FAIR	31	3.6	10.0	92.3
		POOR	24	2.8	7.7	100.0
		Total	310	35.6	100.0	
	Missing	BLANK	43	4.9		
		DK	428	49.2		
		NA	89	10.2		
		Total	560	64.4		
	Total		870	100.0		

Increase the frequency with which Title I and general and special education teachers work together

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	7	21.9	43.8	43.8
		GOOD	5	15.6	31.3	75.0
		FAIR	3	9.4	18.8	93.8
		POOR	1	3.1	6.3	100.0
		Total	16	50.0	100.0	
	Missing	BLANK	3	9.4		
		DK	9	28.1		
		NA	4	12.5		
		Total	16	50.0		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	15	13.4	36.6	36.6
		GOOD	13	11.6	31.7	68.3
		FAIR	7	6.3	17.1	85.4
		POOR	6	5.4	14.6	100.0
		Total	41	36.6	100.0	
	Missing	BLANK	3	2.7		
		DK	48	42.9		
		NA	20	17.9		
		Total	71	63.4		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	60	6.9	26.1	26.1
		GOOD	103	11.8	44.8	70.9
		FAIR	28	3.2	12.2	83.0
		POOR	39	4.5	17.0	100.0
		Total	230	26.4	100.0	
	Missing	BLANK	44	5.1		
		DK	483	55.5		
		NA	113	13.0		
		Total	640	73.6		
	Total		870	100.0		

Improve the quality of life for youth with disabilities

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	5	15.6	38.5	38.5
		GOOD	8	25.0	61.5	100.0
		Total	13	40.6	100.0	
	Missing	BLANK	4	12.5		
		DK	10	31.3		
		NA	5	15.6		
		Total	19	59.4		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	53	47.3	58.9	58.9
		GOOD	28	25.0	31.1	90.0
		FAIR	9	8.0	10.0	100.0
		Total	90	80.4	100.0	
	Missing	BLANK	3	2.7		
		DK	16	14.3		
		NA	3	2.7		
		Total	22	19.6		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	179	20.6	41.1	41.1
		GOOD	198	22.8	45.5	86.7
		FAIR	36	4.1	8.3	94.9
		POOR	22	2.5	5.1	100.0
		Total	435	50.0	100.0	
	Missing	BLANK	41	4.7		
		DK	330	37.9		
		NA	64	7.4		
		Total	435	50.0		
	Total		870	100.0		

Provide long-term technical assistance for the purpose of improving the whole educational system rather then on focusing on one child or a group of children

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	7	21.9	43.8	43.8
		GOOD	7	21.9	43.8	87.5
		FAIR	2	6.3	12.5	100.0
		Total	16	50.0	100.0	
	Missing	BLANK	3	9.4		
		DK	7	21.9		
		NA	6	18.8		
		Total	16	50.0		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	50	44.6	58.8	58.8
		GOOD	26	23.2	30.6	89.4
		FAIR	7	6.3	8.2	97.6
		POOR	2	1.8	2.4	100.0
		Total	85	75.9	100.0	
	Missing	BLANK	1	.9		
		DK	17	15.2		
		NA	9	8.0		
		Total	27	24.1		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	142	16.3	37.0	37.0
		GOOD	176	20.2	45.8	82.8
		FAIR	37	4.3	9.6	92.4
		POOR	29	3.3	7.6	100.0
		Total	384	44.1	100.0	
	Missing	BLANK	41	4.7		
		DK	367	42.2		
		NA	78	9.0		
		Total	486	55.9		
	Total		870	100.0		

Promote the use of technology throughout the local school division

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	9	28.1	50.0	50.0
		GOOD	8	25.0	44.4	94.4
		FAIR	1	3.1	5.6	100.0
		Total	18	56.3	100.0	
	Missing	BLANK	2	6.3		
		DK	7	21.9		
		NA	5	15.6		
		Total	14	43.8		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	52	46.4	60.5	60.5
		GOOD	26	23.2	30.2	90.7
		FAIR	7	6.3	8.1	98.8
		POOR	1	.9	1.2	100.0
		Total	86	76.8	100.0	
	Missing	BLANK	2	1.8		
		DK	13	11.6		
		NA	11	9.8		
		Total	26	23.2		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	180	20.7	41.6	41.6
		GOOD	180	20.7	41.6	83.1
		FAIR	43	4.9	9.9	93.1
		POOR	30	3.4	6.9	100.0
		Total	433	49.8	100.0	
	Missing	BLANK	35	4.0		
		DK	335	38.5		
		NA	67	7.7		
		Total	437	50.2		
	Total		870	100.0		

Supplement the assistance provided bye the staff of the Virginia State Department of Education

			Frequency	Percent	Valid Percent	Cumulative Percent
Special Education Directors	Valid	EXCELLENT	13	40.6	52.0	52.0
		GOOD	9	28.1	36.0	88.0
		FAIR	3	9.4	12.0	100.0
		Total	25	78.1	100.0	
	Missing	BLANK	1	3.1		
		DK	2	6.3		
		NA	4	12.5		
		Total	7	21.9		
	Total		32	100.0		
Title I Directors	Valid	EXCELLENT	67	59.8	68.4	68.4
		GOOD	26	23.2	26.5	94.9
		FAIR	4	3.6	4.1	99.0
		POOR	1	.9	1.0	100.0
		Total	98	87.5	100.0	
	Missing	BLANK	1	.9		
		DK	8	7.1		
		NA	5	4.5		
		Total	14	12.5		
	Total		112	100.0		
Other Personnel	Valid	EXCELLENT	172	19.8	44.1	44.1
		GOOD	161	18.5	41.3	85.4
		FAIR	38	4.4	9.7	95.1
		POOR	19	2.2	4.9	100.0
		Total	390	44.8	100.0	
	Missing	BLANK	48	5.5		
		DK	363	41.7		
		NA	69	7.9		
		Total	480	55.2		
	Total		870	100.0		